PEDAGOGY

Instructional Planning

(Study Material)

What is Pedagogy?

Pedagogy is the art (and science) of teaching. Effective teachers use an array of teaching strategies because there is no single, universal approach that suits all situations. Different strategies used in different combinations with different groupings of students will improve learning outcomes. Some strategies are better suited to teaching certain skills and fields of knowledge than are others. Some strategies are better suited to certain student backgrounds, learning styles and abilities.

Effective pedagogy, incorporating an array of teaching strategies that support intellectual engagement, connectedness to the wider world, supportive classroom environments, and recognition of difference, should be implemented across all key learning and subject areas. Effective pedagogical practice promotes the wellbeing of students, teachers and the school community – it improves students' and teachers' confidence and contributes to their sense of purpose for being at school; it builds community confidence in the quality of learning and teaching in the school.

Why is it important?

Pedagogy is the "how" the teaching and learning occurs. Students are not empty vessels to be filled with our expert knowledge. They must construct their own understandings through our considered learning experiences.

What are the methods of teaching?

A **teaching method** comprises the principles and **methods** used for instruction. Commonly used **teaching methods** may include class participation, demonstration, recitation, memorization, or combinations of these.

Pedagogic strategy

Definition: |Pedagogic Strategies can be defined at 3 levels:

1. General instructional designs
2. Designs applied to a teaching/learning unit (e.g. a lesson or a course module)
3. Pedagogic methods that are part of a wider design (e.g. of a pedagogic strategy as defined here) and that we discuss elsewhere.

Important notice: Schneider doesn't feel very sure how to distinguish pedagogic strategies from what he calls instructional design models. Here is a provisional distinction:

1. Pedagogic strategies refer to a general abstract teaching method. They can influence instructional design models.
2. Instructional design models refer to more precise instructional designs (based on some more explicit teaching and learning goals). A model can (but must not) implement several kinds of pedagogic strategies and methods.

Alternative entry points:

1. Instructional design models (It might be good idea to merge at some point these articles, but then it's sometimes a good idea to look at a similar problem with different instrumentation ...)
2. Teaching style (models that focus on the classroom teacher)

TYPES OF PEDAGOGIC STRATEGIES:

Definitions of pedagogic strategies draw often from several fields.

Firstly pedagogic strategies (at least the ones discussed in instructional design) are based on general learning theoretical concepts, e.g. Behaviorism, Cognitivism, Constructionism, Constructivism, Socio-constructivism, Situated learning, etc. Learning theorists often also address pedagogical issues. There is an overlap between theories that explain how people learn and how one could bring people to learn. This is particularly true regarding larger families of thought like constructivism.

Second, design of strategies draws a lot from general pedagogical theory, but also from specialized research (disciplinary didactics, school vs. vocational training etc.).

Third, educational technology has been a driving force to develop new strategies, with the basic assumption that educational technologies can facilitate pedagogical scenarios.

Ruth Clark four instructional architectures:

According to Merril (2002), Ruth Clark (1998) suggests four different instructional architectures (*receptive, directive, guided discovery*, and *exploratory*) that he calls instructional style.

In the context of educational technology:

1. **Receptive instruction** is characterized by a lecture or an Internet site where the student is merely provided with information.
2. **Directive instruction** is characterized by a computer-based tutorial where information is presented, the student responds, feedback is provided and this tutorial learning cycle is repeated.
3. **Guided Discovery** is characterized by a computer simulation that allows the student to manipulate some device or environment.
4. **Exploratory instruction** is characterized by an open learning environment in which the student is provided a rich, networked database of information, examples, demonstrations, and exercises from which the student can select whatever is appropriate to their current needs and mental models.

CONTENT COMPREHENSION STRATEGIES

When we focus on the appropriate pedagogical approaches for teaching/learning subject matter content in the curriculum for English Learners, it is important to remember that:

1. Learning in subject areas requires different comprehension skills:

(a) Technical vocabulary
(b) Limited contextual cues
(c) Time periods and sequencing of events
(d) Structural texts: graphs, symbols, maps, diagrams
(e) Higher readability level texts
(f) Expository material vs. story structure

We can also help our students build strategies for developing content vocabulary:

(a) Direct, concrete experiences. (Rich experiences yield rich vocabulary.)
(b) Visual experiences (videos, films, pictures, photos, pictionaries)
(c) Understanding context in which words appear (multiple meanings, cultural differences).
(d) Word studies (dictionaries, word banks, semantic maps)

(e) Teach content and language (obligatory and compatible language).
(f) Create own graphic formats, and label parts and describe functions.
(g) Use content vocabulary in daily writings (journals, logs).

We can, however, teach our students strategies for using material beyond students' reading level:

(a) Tape-record selected passages.
(b) Read aloud passages (teacher, aide, peer, volunteer).
(c) Provide concrete background experiences prior to reading text.
(d) Direct students to read for certain purpose (chunking material).
(e) Use questioning and teacher guidance (study guides).
(f) Organize information by main ideas.
(g) Model how to learn from text: skim, scan, browse, and tab pages.
(h) Model how ideas and text are bound together: format and reference guides.
(i) Describe graphic formats: graphs, time lines, charts, tables, and diagrams.
(j) Consult with peers.

Explain text structures in content materials:

(a) Cause and effect (reasons with results; actions with consequences) Cues: because, therefore, since, however
(b) Compare/contrast (likenesses and differences between people, places, events, objects, concepts)
Cues: but, also/in addition, nevertheless, in contrast
(c) Time order (sequential relationships of ideas over time)
Cues: before, after, then, follow/following, at last
(d) Simple listing (events and facts)

Questions & Questioning Strategies:

Teacher questions can serve a variety of purposes:

(a) Classroom Management
(b) Concept Reinforcement
(c) Thinking Stimulation
(d) Interest Generation n Mind-Set Development

Productive questions help teachers build a bridge between learning activities and student thinking. According to Mary Lee Martens (1999), productive questions help learners:

(a) Focus their attention on significant details, events, and processes.
(b) Become more precise while making observations.
(c) Analyze, classify, categorize, and evaluate.
(d) Explore properties/characteristics/features of the unfamiliar.
(e) Make predictions.
(f) Plan and implement responses to problems or dilemmas.
(g) Think about experiences and construct ideas that make sense to them.

The questions that we ask, how we ask them, and how we teach students to ask their own questions can significantly increase English Learner engagement, as well as their language and academic learning. Certain types of questions, for example, can encourage up to a 40% increase in divergent responses from students. Divergent thinking is a critical factor in problem-solving and for learning that demands creativity. The quality and nature of the questions posed also impacts the quality of verbal interaction among students and between students and teacher.

Instructional Planning – MCQs

Write the correct answer:

1. The word 'administration' as the ______ root 'minister' suggests means service, i.e., work dedicated to the good of others:
   (a) Arabic (b) Latin
   (c) Urdu (d) Persian
2. "Educational administration is the process of the utilizing appropriate materials in such a way as to promote effectively the development of human qualities" defines:
   (a) Russell T. Gregg
   (b) S.M. Diweker
   (c) Raymond E. Miles
   (d) None of these
3. "The striking difference between the administration of education and that of other business lies in the fact that the former is a human process very much influenced and controlled by various factors such as the philosophical, psychological, sociological, historical and political in the words of ______
   (a) Raymond E. Miles
   (b) Russel T. Gregg
   (c) S.M. Diwekar
   (d) None of these
4. According to Lazarsfield, all administrators are faced with the tasks:
   (a) The administrator must fulfil the goals of the organization
   (b) The administrator must make use of lithe people in fulfilling these goals not as if they were machines but rather in a way enthuse their initiative and creativity
   (c) The administrator must also face the humanitarian aspects of the job. He should make the people who work for him. This is 'moral' the idea that under suitable conditions people will do better work than they will under unsuitable conditions
   (d) The administrator must try to build in his organization provisions for innovations, for change and for development. In a changing world, people must adapt themselves to changing conditions.
   (e) All of the above
5. A good administration is one which exhibits human activity at its best. The ingredients of good administration are:
   (a) Associated performance
   (b) Organized purpose
   (c) Creativity
   (d) Achievement
   (e) All of the above
6. The fundamental purpose is to bring students and teachers together under such conditions as well successfully promote the end of education. The major purposes are:
   (a) To frame well defined policies and programmes that teaching learning situations resultantly growth and development of human beings.
   (b) To make use of appropriate materials to bring about the effective development of human qualities.
   (c) To execute the programmes and activities of the organization so that its objectives may be achieved.
   (d) To assure the growth of children and adults and all the people involved in the management.
   (e) All of the above

7. *Achievement Goals means:*
   (a) Educational Administration is not a goal in itself. It is the means to achieve goals.
   (b) The administrative setup should see that human material resources are economically used to achieve maximum benefit.
   (c) Both (a) & (b)
   (d) None of these
8. **Educational Economy means:**
   (a) Educational Administration is not a goal in itself. It is the means to achieve goals.
   (b) The administrative setup should see that human material resources are economically used to achieve maximum benefit.
   (c) Both (a) & (b)
   (d) None of these
9. From the standpoint of economic development law many factors are of basic importance:
   (a) Natural resources
   (b) Physical capital
   (c) Human resources
   (d) All of the above
10. ______ considered administration is to plan, to organise, to command, to coordinate and control education:
    (a) Raymond E. Miles
    (b) Russel T. Gregg
    (c) S.M. Diwekar
    (d) Fayol
11. Communicating is a process by which directing information, ideas, explanations and questions are transmitted from person to person, or from group to group. There are three channels of communication process:
    (a) Upward Communication from teachers to the principals district officials and the directorate, etc.
    (b) Horizontal communication which runs along the same level of workers and enables the colleagues to be conversant with activities of the organization.
    (c) Downward Communication, where the flow of communication ideas, suggestions and commands, is from senior officers to their juniors.
    (d) All of the above
12. Principles of Democratic Administration are:
    (a) Principle of Sharing Responsibility
    (b) Principle of Equality
    (c) Principle of Freedom
    (d) Principle of Justice
    (e) Principle of Recognition of Individual Effort
    (f) Principle of Planning
    (g) Principle of Flexibility
    (h) Principle of Dynamism
    (i) Principle of Human Relations
    (j) Principle of Maintenance of Standards of Efficiency
    (k) Principle of Leadership
    (l) Principle of Appreciation:
    (m) Principle of Evaluation
    (n) Principle of Research
    (o) All of the above
13. Types of Educational Administration are:
    (a) Autocratic (b) Democratic
    (c) Laissez-Faire
    (d) All of the above
14. Nearer to us in time and better known to most of us are the ideas and concepts that underlay the establishment of the reputed civil services of Europe and Great Britain in the nineteenth century. Two key notions provided the essential rationale for civil services are:
    (a) The idea that administration is an activity that can be studied and taught separately from the content of what is being

administered.

(b) The belief that decisions about the policies and purposes of government belong to the realm of political action, but these decisions are best implemented by civil servants whose jobs are not dependent on the whims of politicians and who are free to develop good administrative procedures.
(c) Both (a) & (b)
(d) None of these

15. Fredrick W. Taylor developed what later became known as his four principles of scientific management. They were:
(a) Eliminate the guesswork or rule of thumb approaches to deciding how each worker is to do a job by adopting scientific measurements to break the job down into a series of small related tasks.
(b) Use more scientific systematic methods for selecting workers and training them for specific jobs.
(c) Establish the concept that there is a clear division of responsibility between management and workers, with management doing the goal setting, planning and supervising and workers executing the required tasks.
(d) Establish the discipline whereby management sets the objectives and the workers cooperate in achieving them. These became enormously popular not only in industry, but also in the management of all kinds of organisations including the family.
(e) All of the above

16. ______ believed that a trained administrative group was essential for improving the operations of organizations which were becoming increasingly complex. He defined administration in terms of five functions: planning, organizing, commanding, coordinating and controlling:
(a) Max Weber (b) Fayol
(c) May Parkar Follett
(d) None of these

17. A ______ Sociologist, Max Weber, produced some of the most useful, durable and brilliant works on administrative system it seemed promising at that time and has since proved indispensable bureaucracy:
(a) British (b) American
(c) German
(d) None of these

18. According to ______, the bureaucratic apparatus should be very impersonal, minimising irrational, personal and emotional factors, and leaving bureaucratic personnel free to work with a minimum of friction or confusion:
(a) Max Weber (b) Fayol
(c) May Parkar Follett
(d) None of these

19. Luther Gulick and ______ stand out among many scholars who attempted to synthesise what is now known as the classical formulation of principles, which would be useful developing good functional organizations.
(a) Max Weber (b) Fayol
(c) Lyndall Orwick
(d) None of these

20. ______ was the first to document that successful groups tend to have people in them who play two key roles; it is necessary for someone to keep the group focused on accomplishing its task and, at the same time, it is

necessary for every successful group to have someone to see that the group pays attention to maintaining productive human relations within the group:
(a) Raymond E. Miles
(b) Russel T. Gregg
(c) S.M. Diwekar
(d) Robert Bales

21. Unlike informal human-social systems, the school systems and schools may be classified as follows:
(a) They are specifically goal oriented.
(b) The work to be done so as to achieve goals is divided into sub-tasks and assigned as official duties to establish positions in the organisations
(c) These positions are arranged hierarchically in the formal organization and authority relationships are clearly established.
(d) General and impersonal organisational rules govern to large extent, what people do in their official capacity and also to a large extent, shape and delimit the interpersonal interactions of people in the organizations.
(e) All of the above

22. In the years______, there was a great out pouring of theorising and research in educational administration which explored public school systems and schools:
(a) 1955 – 1965
(c) 1955 – 1970
(b) 1955 – 1975
(c) None of these

23. HRM stands for:
(a) Health Resources Management
(b) Human Resources Management
(c) Health Research Management
(d) None of these

24. Educational Planning is the exercise of foresight in determining the policies, priorities and costs of an ______
(a) Economic System
(b) Political System
(c) Educational System
(d) None of these

25. ______ is the process of preparing as set of decisions directed at achieving predetermined goals:
(a) Educational Administration
(b) Educational Finance
(c) Educational Planning
(d) None of these

26. "Educational Planning as a purposeful preparation culminating over a decision which serves as the basis for subsequent action". Who said about educational planning?
(a) Stephen J. Knezewich
(b) Zewig
(c) Dickinsons
(d) None of these

27. ______ is a natural process of setting clear objectives and choosing the most sufficient and effective means of perceiving them through practical action:
(a) Political Planning
(b) Economic Planning
(c) Educational Planning
(d) None of these

28. Who said "Successful Educational Plan is one that does not remain on paper but is carried out speedily and efficiently":
(a) V.I. Griffiths
(b) Stephen J. Knezewich
(c) Zewig
(d) Dickinsons

29. ______ is goal oriented and intelligent activity to arrive at decisions which result in the actual course of action:
(a) Planning (b) Strategies

(c) Activity
(d) None of these

30. "Planning is considered as an essential arrangement of defined aims to achieve the centralized economy". Who said this?
(a) Stephen J. Knezewich
(b) Zewig (c) Dickinsons
(d) None of these

31. "Planning may be sufficiently defined as any attempt to organise resources for the attainment of chosen ends". Who said this?
(a) Stephen J. Knezewich
(b) Zewig
(c) Dickinsons (d) Gregory

32. "Planning refers to an organization which is connected with production, distribution and consumption". Who said this?
(a) Stephen J. Knezewich
(b) Zewig (c) Dickinsons
(d) None of these

33. Following the view of American Association of School Administrators, planning involves:
(a) Including the definition and classification of purposes and scope
(b) Investigating several conditions affecting the achievement of purpose.
(c) Analysing to ascertain the meaning of the fact and to forecast effects of possible courses of action on achievement of purposes
(d) Making decision to set the courses of enterprise as revealed the processes of purposes, defining, investigation and analysis.
(e) All of the above

34. A comprehensive educational planning includes:
(a) Universalisation of elementary education
(b) Eradication of illiteracy
(c) Strengthening of vocational education
(d) Women, Teachers, Adult Education
(e) Higher Education and National Policy on Education
(f) All of the above

35. Planning is of vital importance in:
(a) Education (b) Organization
(c) Administration and Business Planning
(d) All of the above

36. _____ provides direction to educational and national development:
(a) Planning (b) Strategies
(c) Goal
(d) None of these

37. _____ is a social activity such as education because it involves the growth of a nation's human resources:
(a) Strategies
(b) Goal (c) Planning
(d) None of these

38. Pakistan like other developing country, needs educational planning because of the reasons:
(a) Developing nations should make an intensive effort to develop and go higher in all educational fields
(b) It is necessary to plan educational system from a scratch to provide strong foundations for future growth. Universalization of primary education is one such example.
(c) Wise planning gives like to maximum achievement
(d) Because of a wide gap between needs and resources, educational planning has to based on cost benefit.
(e) In order to improve manpower, education has to be given to priority in planning. Careful planning has to be done.
(f) All of the above

39. What are the major characteristics of educational planning?
(a) Efficiency (b) Complexity
(c) Creativity (d) All of these

40. Efficiency means:
(a) Changes have to be brought about by a set of policies spread over a period of time and cannot be scraped and rebuilt in a year or two.
(b) It is measured in terms of per pupil cost of instruction, the teacher pupil ratio, maintenance of the school, percentage of literacy, the number of successes recorded in the public examination, and so on.
(c) It is fundamentally artistic and, in a limited degree, scientific. It consists of weaving together a number of educational issues into one possible combination and pattern to achieve a desirable goal.
(d) None of these

41. Complexity means:
(a) Changes have to be brought about by a set of policies spread over a period of time and cannot be scraped and rebuilt in a year or two.
(b) It is measured in terms of per pupil cost of instruction, the teacher pupil ratio, maintenance of the school, percentage of literacy, the number of successes recorded in the public examination, and so on.
(c) It is fundamentally artistic and, in a limited degree, scientific. It consists of weaving together a number of educational issues into one possible combination and pattern to achieve a desirable goal.
(d) None of these

42. Creativity means:
(a) Changes have to be brought about by a set of policies spread over a period of time and cannot be scraped and rebuilt in a year or two.
(b) It is measured in terms of per pupil cost of instruction, the teacher pupil ratio, maintenance of the school, percentage of literacy, the number of successes recorded in the public examination, and so on.
(c) It is fundamentally artistic and, in a limited degree, scientific. It consists of weaving together a number of educational issues into one possible combination and pattern to achieve a desirable goal.
(d) None of these

43. What are the major approaches of educational planning?
(a) Macro (b) Micro
(c) Grassroots (d) All of these

44. What is Macro approach of educational planning?
(a) Overall planning and includes factors like total number of schools to be opened, their location, money needed, teachers needs.
(b) It starts from the bottom and is drawn from a realistic situation.
(c) It is a planning for a small community or a village which takes into account the needs of the locality while planning for education.
(d) None of these

45. What is Micro approach of educational planning?
(a) Overall planning includes all

factors like total number of schools to be opened, their location, money needed, teachers needs.

(b) It starts from the bottom and is drawn from a realistic situation.

(c) It is a planning for a small community or a village, which takes into account the needs of the locality while planning for education.

(d) None of these

46. What are the types of 'Educational Planning'?

(a) Individual Plan
(b) Group Plan
(c) Short-term Plan
(d) Long-term Plan
(e) All of the above

47. Individual Plan means:

(a) This is a cooperative process in which all the aspects are involved, and more than one person is involved in this plan.

(b) This is responsible for only a particular part of the total plan and deals in detail about it.

(c) The duration is 3 – 5 years. This plan is prepared for immediate action. To illustrate, the national five-year plans may be mentioned.

(d) This is a perspective plan and is spread over 10 to 20 years. Often short-term plans form part of long-term plans. Long-term plans are very essential for bringing about development in country. Long-term plans are increasingly adopted in almost all the countries. Planning for a distant future is, however a complicated process and it requires many important facts which cannot be predicted easily.

(e) None of these

48. Group Plan means:

(a) This is a cooperative process in which all the aspects are involved, and more than one person is involved in this plan.

(b) This is responsible for only a particular part of the total plan and deals in detail about it.

(c) The duration is 3 – 5 years. This plan is prepared for immediate action. To illustrate, the national five-year plans may be mentioned.

(d) This is a perspective plan and is spread over 10 to 20 years. Often short-term plans form part of long-term plans. Long-term plans are very essential for bringing about development in country. Long-term plans are increasingly adopted in almost all the countries. Planning for a distant future is, however a complicated process and it requires many important facts, which cannot be predicted easily.

(e) None of these

49. Short-term Plan means:

(a) This is a cooperative process in which all the aspects are involved, and more than one person is involved in this plan.

(b) This is responsible for only a particular part of the total plan and deals in detail about it.

(c) The duration is 3 – 5 years. This plan is prepared for immediate action. To illustrate, the national five-year plans may be mentioned.

(d) This is a perspective-plan and is spread over 10 to 20 years. Often short-term plans form part of long-term plans. Long-term

plans are very essential for bringing about development in country. Long-term plans are increasingly adopted in almost all the countries. Planning for a distant future is, however a complicated process and it requires many important facts which cannot be predicted easily.

(e) None of these

50. What are the major goals of 'Educational Planning'?

(a) Education for international understanding
(b) Education for equalization of educational opportunities, irrespective of sex
(c) Abolition of any form of discrimination on the basis of caste, creed
(d) Education for cultural, social and economic development of the country
(e) All of the above

51. In ______ the Hartog Committee pointed out that primary education was ineffective as there was a good deal of wastage and stagnation:

(a) 1928 (b) 1929
(c) 1930 (d) 1931

52. In ______ when Lord Macaulay wrote his famous minutes, he had in mind the production of class of persons Indian in blood and in colour but English in taste, opinion, morals and intellect:

(a) 1833 (b) 1834
(c) 1835 (d) 1836

53. Social Demands Approach is:

(a) To estimate what proportion of this age group is likely to reach particular levels

(b) To estimate what proportion of this age group is likely to reach particular levels of school leaving attainments not considered relevant for entry into higher education.

(c) To estimate what proportion of those qualified will apply for admission to higher education.

(d) To decide what proportion of these applicants should be given places.

(e) To assume the length or duration of the study.

(f) All of the above

54. Manpower Approach is:

(a) Analysis of existing system of education and employment.

(b) The main functions and principles in preparing the perspective plan in education in the light of manpower needs.

(c) Some difficulties regarding the Manpower approach.

(d) All of the above

55. H.M. Phillips, Director Analysis Division, Social Sciences Department, UNESCO has enumerated the procedure for planning:

(a) Projections have to be made of the future size and demographic composition of the population for a period of fifteen to twenty years. If possible, the school and university age groups should be on a year-by-year basis.

(b) On the basis of the data this obtained, a social standard or social minimum of education may be postulated. This may be taken as compulsory schooling for every child for a certain period of years.

(c) The next requirement is to study the long-term plan or the best possible long-term projection of the economic bi-sectors and sub-sectors.

(d) The level of economic activity

has to be analyzed to establish the manpower requirements which flow from these sectors.

(e) The occupational data is obtained needs to be translated into its educational component.

(f) There should be provision for changes, made by students in mid stream another forms of turnover; education in excess of demand to the extent that education is failed in which the existence of supply creates demand, additional facilities for formal education required to meet other national objectives and consumption patterns not already taken into account adult education and literacy campaign.

(g) Quantitative changes required at different educational levels to meet the estimated demand should then be assessed. This involves translating the total educational demand into the outputs required from different levels of the educational system, viz.; primary, secondary, post secondary, university.

(h) It will be necessary to make an estimate for buildings and teacher training requirements.

(i) The degree of efficiency to be expected from the educational system in the pedagogia and social environment, and the affectivity of the content of the curricula and selection criteria for different educational levels should be assessed.

(j) The unit costs of different types of educational facilities will then have to be assessed.

(k) These costs need to be studied in terms of the availability of further resources in competition with other expenditure required for the educational plan.

(l) Another desirable step will be to reconcile the education program met with the overall development programme. This reconciliation requires that the education programme is not so high in real cost as to be inconsistent with the achievement of other targets in the development programme, and the physical capacity of education industry is such that all education requirements of the final overall development programme can be met.

(m) Finally, it will also be necessary to study the incentives or other measures required to guide students to the desired studies and the school leavers to the desired occupations, which requires planning of wage structure and prestige of the different occupations.

(n) All of the above

56. According to Sir John Sargent, it should be determined by which main criteria:

(a) Does the educational plan equip the ordinary man or woman, boy or girl, to make an adequate contribution to play an effective part in the scheme for the uplift of society to which he or she belongs?

(b) Is it capable of picking out from the multitude those who have the ability to render outstanding service to the state, particularly, during the formative period?

(c) Both (a) & (b)

(d) None of these

57. The process of plan formulation is:

(a) At the very outset the planning commission (or its secretariat, the planning and development division) invites the provincial governments to formulate their development priorities and major development initiatives that they would like to adopt in their province during the next plan period. This provides time to the provincial government to carry on detailed exercises at their level.

(b) Simultaneously, the planning commission constitutes a large number of technical group in major planning areas of special concern. For example, for the ninth five year plan, technical groups were constituted in the fields of primary education, technical education and higher education in the sector of education and training. These technical groups consist of officials working in concerned federal and provincial departments, qualified personnel working in universities, technical field and experts from the private sector. The terms of reference of these technical groups were requested to suggest policies measures that should be adopted in that sector during the next plan period.

(c) Concurrently the various sections of the planning commission carry out detailed analysis of national provincial statistics pertaining to their sector and chalk out a strategy for correcting current imbalances and deficiencies.

(d) On the receipt of the reports of the technical groups and proposals of the provincial governments and concerned federal ministries a series of meeting are held with concerned departments of the provincial governments and federal ministries both individually and collectively, to enlarge the area of agreement.

(e) The planning commission then prepares a draft plan, which is circulated to provincial governments, federal ministries, professional organizations, and the media. A second round of consultations begins to reduce the area of disagreement.

(f) The draft plan is then considered by the federal cabinet in the light of the summary prepared by the planning commission. The summary brings out the point of view of the dissenting provinces/ministries.

(g) The draft plans as amended by the Federal Cabinet is then submitted to the National Economic Council for final approval. The provinces being represented in the NEC by Chief Minister, present their points of view for decision. The plan as approved by the NEC is finally published as the official five year plan.

(h) All of the above

58. The important generalizations can be made about plan formulation in Pakistan:

(a) That plan formulation in Pakistan is a centralized activity.

(b) That the provincial governments are fully involved within the framework of a centralized system.

(c) That the planning departments at the provincial level are in touch with realities in the ground through consultations with the line departments.
(d) That elected representatives are involved in the planning process only at ministerial level.
(e) All of the above

59. DDWP stands for:
(a) Departmental Development Working Party
(b) Departmental Divisional Working Party
(c) Department Development Women Party
(d) None of these

60. CDWP stands for:
(a) Central Development Working Party
(b) Chemical Development Working Party
(c) Central Department Working Party
(d) None of these

61. ECNEC stands for:
(a) Executive Committee of the National Economic Council
(b) Executive Committee of the North Education Council
(c) Economic Committee of the National Education Center
(d) None of these

62. The Administrative machinery for Educational Planning is:
(a) Planning and Development Division Education Section
(b) Planning and Development Department Education Section
(c) Ministry of Education Planning Wing
(d) Provincial Department of Education Planning Sections
(e) District Councils – District Education Officer Concerned
(f) All of the above

63. What are the major activities performed at different stages of planning:
(a) Stage – I (Pre-planning)
(b) Stage – II (Planning)
(c) Stage –III (Plan Formulation & Detailing)
(d) Stage – IV (Implementation, Monitoring & Feedback)
(e) Stage – V (Evaluation)
(f) All of the above

64. Pre-planning means:
(a) Establishing Planning Organization and Structure
(b) Creation of Information Data Network
(c) Defining Objectives for Various Levels (National, Regional, Provincial)
(d) All of the above

65. Planning means:
(a) Discrepency analysis matching actual output of the system with desired objectives both qualitatively and quantitatively and findings deviations.
(b) Stipulating policies to remove deviations.
(c) Estimating resource needs and availability.
(d) Establishing priorities to suit resource position.
(e) Establishing alternate approaches.
(f) Feasibility testing of some key areas.
(g) All of the above

66. Plan Formulation & Detailing means:
(a) Establish broad parameters of the plan to achieve objectives (What. When. Why?)
(b) Programming (breaking plan into broad action area).
(c) Projects identification and formulation grouping of activities to suit unit of

implementation details of agency, costs, time schedules, finance, manpower needs.
(d) Spatial distribution
(e) All of the above

67. Implementation, Monitoring & Feedback means:
(a) Defining administrative framework and procedures.
(b) Defining allocation of task duties
(c) Establishment communication channels
(d) Acquistion of resources
(e) Actual implementation exaction
(f) Establishing control points for monitoring
(g) Finding deviations during implementation and taking corrective actions
(h) All of the above

68. Evaluation means:
(a) Establishing criteria for end-or-the project evaluation and time frame
(b) Designing instruments and methodologies for evaluation
(c) Identifying discrepancies between actual performance and expected performance
(d) Providing basis for corrective measures and re-planning in next cycle
(e) All of the above

69. The National Economic Council has approved the following sanctioning powers of various authorities for the implementation of the Five Year Plan:
(a) Federal Ministries through the departmental working Party.
(b) Central Development Working Party.
(c) ECNEC
(d) Provincial Governments through the Provincial Development Working Parties.
(e) Northern Areas Development Working party
(f) Islamabad Development Working party FATA/DC
(g) Northern Area Council Azad Government of the State of Jammu and Kashmir
(h) All of the above

70. The sanctioning powers of the authorities except the VDWP and ECNEC are subject to the following conditions:
(a) The authority must set up a proper planning and monitoring unit and a Development Working Party on which the Ministry of Finance be represented.
(b) If the Ministry of Finance does not agree with the decision of the Development Working Party the scheme shall be submitted to the CDWP, ECNEC.
(c) Copies of all schemes on the agenda shall be supplied to the Planning and Development Division at least ten days before the meeting. The Planning and Development Division shall have a right to attend the meeting of the Development Working Party and express their views on the PC-1.
(d) A copy of the scheme finally approved by the Development Working Party will be promptly furnished to the Planning and Development Division and the Ministry of Finance (Development Wing).
(e) All of the above

71. The Provincial Government in turn delegates some of their powers to other agencies. For example the Government of Punjab has delegated powers as under:

(a) Department working parties of various provincial departments headed by the provincial secretary can approve projects costing upto Rs.6.000 million (Non-Recurring).

(b) Divisional Department Working Parties headed by the Divisional Commissions can approve schemes costing upto Rs.3.500 million. The Divisional DWPs can only approve schemes relating to school education. A Director Planning has been nominated by the Punjab Development Board to assist each Divisional DEP.

(c) Zila Council headed by the Chairman can approve schemes costing upto Rs.1500 million. The Provincial Development Board has placed the services of a Deputy Director Planning at each Zila Council.

(d) All of the above

72. Eliot and Mosier in their book 'Organization of Planning for Education' mention the following phases of educational planning:

(a) To start objectives tentatively based upon educational needs.

(b) To determine the present status of education in the particular community.

(c) To formulate a specific programme of objectives for the school.

(d) To determine a course of action necessary to attain the objectives.

(e) Necessary to obtain the average goals

(f) To conduct constant appraisals for the effectiveness of the programme.

(g) Re-planning as appraisals indicate this to be necessary or desirable.

(h) All of the above

73. What are the major aspects of educational planning?

(a) Objective (b) Resources
(c) Approaches (d) Evaluation
(e) Research
(f) All of the above

74. Environment helps man to:

(a) Build his personality
(b) Succeed in life
(c) Develop his potentials
(d) All of the above

75. An individual is the product of:

(a) Heredity only
(b) Environment only
(c) Interaction between heredity and environment
(d) None of the above

76. The surroundings of the individual are called his:

(a) Environment
(b) Identity
(c) Heredity
(d) Way of thinking

77. The unhealthy environment:

(a) Can suppress good heredity
(b) Cannot suppress good heredity
(c) Can suppress but cannot extinguish
(d) None of the above

78. Healthy environment and training:

(a) Can turn a dull child into an intelligent one
(b) Cannot turn a dull into an intelligent one
(c) Can turn a dull child into a gifted one
(d) None of the above

79. It is much more defensible to say that a person acts intelligently than to say that he has:

(a) Patience (b) Confidence
(c) Intelligence (d) Power

80. The term "intelligent behaviour" is a description of behaviour under certain conditions. We can generally agree on what behaviour is intelligent even though we might never agree about the existence of some mysterious "intelligence" within the:

(a) Individual (b) Organization
(c) Society (d) State

81. In order to accept the conclusions of those research workers who tend to place considerable emphasis upon the inheritance factor, one would need to know a great deal more concerning the possible effect upon behaviour of conditions and influences:

(a) Intellectual
(b) Environmental
(c) Basic (d) Behavioural

82. If an individual is to engage in activities involving the higher _______ processes, the constitutional capacity to do so must be present:

(a) Mental
(b) Experimental
(c) Intellectual
(d) Psychological

83. Rate and limits of development tend to follow a _______ pattern; i.e. the slower the maturational rate is the sooner its limit is reached:

(a) Technical (b) Constant
(c) Smooth (d) Particular

84. Mental defect usually is more easily discovered during _______ than mental superiority:

(a) School age
(b) College life
(c) Childhood
(d) Developing age

85. Regardless of the inherited capacities of a _______ the environmental influences by which he is surrounded and which act as stimulating forces of intellectual activity also need to be of the best:

(a) Teacher (b) Child
(c) Person
(d) An educationist

86. _______ administrator, teacher, or student of education should accept test results as the only measure of an individual's degree of ability to learn:

(a) Best (b) Poor
(c) No (d) One

87. A child may be born with a high degree of potential ability to act intelligently, but unless he is stimulated through _______ to exercise that capacity he may appear to be relatively dull or retarded:

(a) Training
(b) Measurement
(c) Learning (d) Questioning

88. Effects of environment are such factors of change in an individual which leave impression on a fertilized cell:

(a) Genetically
(b) Before the birth of child
(c) At the time of adolescence
(d) None of the above

89. The significant effects of environment are manifested:

(a) Before the birth of child
(b) After the birth of child
(c) At the time of adolescence
(d) None of the above

90. Learning of culture and language is a process associated with:

(a) Environment
(b) Heredity
(c) Law of similarity
(d) Law of modification

91. Studies have been made concerning the effect of nursery school and kindergarten attendance, upon the mental ability of _______ children:

(a) Young
(b) Average-minded
(c) Feeble-minded
(d) Dull

92. Investigations have been conducted to

discover the effect of enriched school offerings upon the intelligence of ______ school children:
(a) Model (b) Elementary
(c) Primary (d) High

93. Testing techniques are not yet sufficiently perfected and the problems involved in determining the effect of environment upon intelligence still are so complicated that it is ______ to arrive at any specific or definite conclusions in the matter:
(a) Simple (b) Essential
(c) Difficult (d) Challenging

94. On the average, the growth of the mental ability of any individual is fairly regular in rate, and the degree of ______ from age period to age period is relatively constant:
(a) Success (b) Intelligence
(c) Patience (d) Emotions

95. The education process is mainly affected by:
(a) Social conditions
(b) Economic conditions
(c) Both (a) and (b)
(d) None of the above

96. The children requiring more attention are those who:
(a) Cannot find favorable environment at home
(b) Are emotionally disturbed
(c) Have to face the cruelty of stepness
(d) All of the above

97. The gifted children:
(a) Exhibit extraordinary performance
(b) Question to know
(c) Solve their problems easily
(d) All of the above

98. Effective teaching requires the:
(a) Keen interest of the teacher to the studies of the students
(b) Use of appropriate method of teaching
(c) Solution of the problems of students
(d) All of the above

99. Output of various body organs and change in their mutual interaction is called:
(a) Development
(b) Growth
(c) Environment
(d) Heredity

100. In the case of ______ growth, the rate is more rapid during the early years and then levels off gradually until intellectual maturity is reached:
(a) Total (b) Mental
(c) Rapid (d) Physical

101. In general growth in intelligence continues at a more rapid rate and reaches a greater height for the bright than for the great mass of individuals considered average or:
(a) Non-average
(b) Normal
(c) Dull (d) Poor

102. The growth rate of the slow or retarded and feeble minded progresses more ________ and reaches its limit sooner and at a lower level than do the others:
(a) Defectly (b) Confidently
(c) Slowly (d) Rapidly

103. Contrary to popular opinion, boys and girls tend to show little if any differences in intelligence as measured ________ by tests of ability:
(a) Mental (b) Cooperation
(c) Superior (d) Normal

104. Home conditions, degree of interest, emotional attitudes, health and other factors may affect individual ______ during the taking of an intelligence test or in learning achievement:
(a) Approach (b) Success
(c) Difference

(d) Classification

105. It is a recognized fact that demonstrated achievement in school learning does not always parallel degree of intelligence as determined by the ______ of intelligence tests:
(a) Learners (b) Examiners
(c) Users
(d) Administration

106. The results of all tests, may be affected by many factors inherent in the testing conditions, the child's background of ______ and other favourable or unfavourable elements:
(a) Experience (b) Intelligence
(c) Leadership (d) Life

107. It should be realized that the results of intelligence tests combined with other techniques available for the evaluation of learning success can help a ______ to discover what the child can learn and how quickly he can learn:
(a) Critic
(b) Administrator
(c) Psychologist
(d) Teacher

108. Test construction began with Alfred Binet's attempt to devise an instrument of measurement that could be used for the discovery of feeble-minded children in:
(a) French Schools
(b) German Schools
(c) American Schools
(d) English Schools

109. When the first Binet-Simon test appeared with revisions in 1908 and 1911? This was an individual test of performance, and its scores were interpreted in terms of mental age:
(a) 1900 (b) 1905
(c) 1906 (d) 1907

110. American revisions and adaptations of the Binet test were published by Goddard (1911), Kuhlmann (1912), and Terman (1916). The last was revised in ______ by Terman and Merrill:
(a) 1925 (b) 1927
(c) 1937 (d) 1935

111. Complete understanding on the part of the child concerning the meaning of the question or problem and cooperative response are needed if the results of the tests are to be:
(a) Revised (b) Reliable
(c) Proved
(d) Carefully handled

112. The testing of the intelligence of individuals in groups rather than size began in ______ during World War I with the use of the Army Beta Tests for illiterates and non-English speaking servicemen:
(a) America (b) England
(c) Greece (d) France

113. During the years 1918 to ______ may psychologists, led by Terman and Otis, constructed group tests that were patterned upon the Army Alpha and were intended for use with school children:
(a) 1920 (b) 1921
(c) 1923 (d) 1925

114. The duration of B.S. Ed. Program is:
(a) 1 Year (b) 2 Years
(c) 3 Years (d) 4 Years

115. The fields of 'composing' and 'designing' largely depend on:
(a) Computer (b) Mass media
(c) Experts
(d) Publishing institutes

116. During the ______ of an individual test, the tester must be objective in his manner and alert to the behaviour of the child tested as the latter responds to specific questions or attempts to carry out suggested directions:
(a) Measurement
(b) Research
(c) Administration
(d) Learning

117. The entire testing procedure should be quiet and dignified, and aimed at reducing to tension or fear that may be present among the persons to be:
(a) Guided (b) Tested
(c) Judged (d) Assumed

118. The training and progress of women require:
(a) Education
(b) Institutes for home economics education
(c) Welfare programs for women
(d) All of the above

119. In Pakistan, the teachers training is conducted in the:
(a) Colleges of education
(b) Elementary colleges
(c) Institutes of Education and Research
(d) All of the above

120. The most important element of education system is:
(a) Aims of education
(b) Curriculum
(c) Instructional strategy
(d) Examination

121. Which of the following education is considered obligator by Islam?
(a) Religious and worldly education
(b) Religious education
(c) Worldly education
(d) Only modern education

122. Many of the intelligence tests now in use are based on materials similar to those included in the:
(a) Army Alpha Test
(b) Army Intelligence Test
(c) Army Beta Test
(d) Army Arranged Test

123. In some tests, the items are arranged according to the type of material included. In others, the various types of material are thrown together so that the items are scaled according to degree of:
(a) Intelligence (b) Testing
(c) Difficulty (d) Success

124. Which tests usually are referred to as tests of abstract intelligence?
(a) Grade (b) Language
(c) Ability
(d) Administration

125. If the physical differences are of intensive nature, then:
(a) Special schools should be established
(b) Special curriculum should be developed
(c) Special teachers should be appointed
(d) All of the above

126. The children having Intelligence Quotient of 140 or more are called:
(a) Gifted (b) Intelligent
(c) Average
(d) None of these

127. The IQ of mentally backward children is less than:
(a) 50 (b) 60
(c) 70 (d) 80

128. Non-language or performance tests are useful in measuring the degree of mental alertness of persons who, for one reason or another, may have difficulty in reading the ______ language:
(a) Difficult (b) Local
(c) Urdu (d) English

129. Some psychologists claim that performance test are likely to offer a better measurement of mental abilities apart from learning than do the ______ tests:
(a) Behaviour (b) Learning
(c) Language (d) Difficult

130. Tests on the lower age and grade level include much picture material, deal will simple relationship, and require relatively little time to:
(a) Solve (b) Administer
(c) Acquire (d) Assume

131. Because of the likelihood that a young child's responses will be variable, his scores on successive tests probably will:
(a) Fluctuate (b) Constant
(c) Uncertain (d) Clear

132. If tests are well-administered to a child at age of three or four and again at age ______, the chances are good that there will be a fair amount of agreement between success in performance on the two age levels:
(a) Eleven or Twelve
(b) Nine or Ten
(c) Seven or Eight
(d) Six or Seven

133. The educated individuals cause:
(a) Economic growth
(b) Increase in national products
(c) Fulfillment of economic needs
(d) All of the above

134. Physically weak children are:
(a) Ridiculed
(b) Victims of inferiority complex
(c) Poor in educational achievement
(d) All of the above

135. The intelligent students:
(a) Participate in the educative process actively
(b) Can only perform simple tasks
(c) Can solve their problems
(d) Both (a) and (c)

136. In Pakistan, the levels of general education are:
(a) Two (b) Three
(c) Four (d) Five

137. Tests on late elementary school, high school, and college levels increase in difficulty from level to level and demand greater ability to deal with more material that becomes gradually more:
(a) Simple (b) Difficult
(c) Abstract (d) Useless

138. A foreign-language-speaking child who has not gained a sufficient command of English to make the meaning of the test questions clear to him should have administered to him a performance test or a non-language test, such as the revised:
(a) Army Attitude Test
(b) Army Directive Test
(c) Army Alpha Test
(d) Army Beta Test

139. The concept of mental age as introduced by ______ is a helpful technique in the interpretation of raw test scores:
(a) Binet (b) Goddard
(c) Terman (d) Merrill

140. In order to facilitate the estimating of the rate of mental development of any one individual, the ratio between mental age and ______ age can be determined and reported as the intelligence quotient or I.Q.
(a) Pure
(b) Chronological
(c) Active (d) Agreed

141. The intelligence quotient as a means of estimating the degree of mental development has great value if it is interpreted wisely as one indication of a learner's probable future success in:
(a) Teaching (b) Training
(c) Learning (d) College life

142. The intelligence quotient as a measure of prediction is most useful during the middle and upper grades of elementary school and:
(a) College years
(b) High School years
(c) Maturity years
(d) Training years

143. As an individual approaches maturity, the value of the intelligence quotient chronological age to accept as indicative of:
(a) Maturity (b) Aptitude
(c) Experience (d) Information

144. Many psychologists use _______ as the age of assumed maturity, there is no assurance as yet that this age is correct:
(a) 16 (b) 18
(c) 19 (d) 21

145. There is some disagreement among school people concerning the extent to which the mental ability of an individual should be considered in an evaluation of achievement in learning materials suited to his:
(a) Ability level
(b) Aptitude level
(c) Mental level
(d) Intelligence level

146. What may be considered to be qualities which all individuals possess in varying degrees?
(a) Aptitudes (b) Activities
(c) Experiment
(d) Training

147. Aptitude is a characteristic or a quality which is one aspect of an individual's whole:
(a) Life (b) Approach
(c) Exercise (d) Personality

148. The basic qualification for admission in a medical college is:
(a) F.Sc (b) F.A.
(c) I.Com (d) I.C.S.

149. Fatima Jinnah Medical College is situated in:
(a) Multan (b) Karachi
(c) Lahore (d) Faisalabad

150. The industrial progress of a country requires:
(a) Medical education
(b) Engineering education
(c) Law education
(d) Commerce education

151. The duration of bachelor degree of engineering education is:
(a) 3 Years (b) 4 Years
(c) 5 Years (d) 6 Years

152. Civil, electrical and mechanical faculties are concerned with:
(a) General education
(b) Engineering education
(c) Modern education
(d) Economic education

153. The physical differences are:
(a) Learned (b) Inborn
(c) Unlearned
(d) Inborn and unlearned

154. Which of the following features is not concerned with the physical standard:
(a) Height and Weight
(b) Skin color
(c) Artistic approach
(d) Bone structure

155. Physically handicapped children are:
(a) Rebellious (b) Truant
(c) Abnormal (d) All of these

156. In Pakistan, the duration of master degree from B.A. is:
(a) 2 Years (b) 3 Years
(c) 4 Years (d) 5 Years

157. As per Islam, the ultimate reality can be accessed through:
(a) Revelation (b) Intuition
(c) Reason (d) Experience

158. The world leadership depends on:
(a) International tolerance
(b) Knowledge and technology
(c) Strengthening of defense
(d) Sea boundaries

159. Tests for the purpose of discovering specific aptitudes have been constructed in large numbers and in various:
(a) Areas (b) Countries
(c) Societies (d) Statements

160. For many vocations, "aptitude" represents a complex of abilities that is very difficult to reduce to objective:
(a) Measurement
(b) Consideration
(c) Mechanism
(d) Result

161. During the second half of the _______ century, as a result of laboratory

experiments and simple tests administered to children, it was discovered that individuals differ in the accuracy and speed of their responses when they are tested in simple functions:
(a) 20^{th} (b) 19^{th}
(c) 18^{th} (d) 17^{th}

162. Which aspect of development is most important:
(a) Physical development
(b) Cognitive development
(c) Emotional development
(d) All aspects are equally important

163. The pace of development of different aspects is:
(a) Equal (b) Not equal
(c) Not measurable
(d) Both (a) and (c)

164. Which aspect of female development becomes faster after 10 years of age:
(a) Physical (b) Cognitive
(c) Social (d) Emotional

165. The subject individual differences have widened the scope of:
(a) Sociology
(b) Psychology
(c) Medicine (d) Ethics

166. The individual differences are seen in the:
(a) Spontaneous activity
(b) Pace learning
(c) Direction of motivation
(d) All of the above

167. The individual differences refer to:
(a) Differentiation of abilities in the individual
(b) Religious differences
(c) Political differences
(d) Academic differences

168. During the late _______ tests were developed for the purpose of measuring single abilities, such as spread of movement, sensation (visual auditory etc.) time:
(a) 1850s (b) 1900s
(c) 1800s (d) 1950s

169. Cattel has been given credit for introducing the term mental:
(a) Texts (b) Approach
(c) Exercise (d) Ability

170. By _______, Ebbinghaus had succeeded in devising tests through the use of which could be determined with some degree of accuracy the extent to which individuals differ in ability to memorize:
(a) 1780 (b) 1800
(c) 1820 (d) 1880

171. _______ psychologist, Alfred Binet, concluded that intelligence is more than the sum of isolated functions and intelligent behaviour should be evaluated in terms of activities that combine various items:
(a) American (b) French
(c) British (d) Russian

172. The fact that intelligence is a concept rather than a power or a thing that can be observed caused _______ when a definition of it is attempted:
(a) Belief (b) Sensation
(c) Confusion (d) Difficulty

173. Which behaviour can be evidenced in a great many different ways, depending upon the situation in which a person finds himself?
(a) Intelligent behaviour
(b) Responding behaviour
(c) Effective behaviour
(d) Associated behaviour

174. The behaviour that results from the degree of successful functioning of this elusive combination of the elements of mental capacity would seem to give a _______ of an individual's intelligence:
(a) Fact (b) Measure
(c) Definition (d) Answer

175. In order to determine aims of education in Pakistan, basic ideas of:

(a) Communism should be known
(b) Islamic ideology must be known
(c) Western democracy should be known
(d) Modern economic system should be known

176. Islamic welfare state is a state in which there is:
(a) A rule of God
(b) Equality
(c) Tolerance (d) All of above

177. Which of the following field is included in the circle of Islamic ideology?
(a) Education (b) Economic
(c) Ethics (d) All of above

178. The pivot of aims of education in Pakistan is:
(a) Worship of God
(b) Belief in oneness of God
(c) Both (a) and (b)
(d) Economic training

179. The most important aim of education in Pakistan is:
(a) Securing the Divine will
(b) Recognizing God
(c) Developing hereafter thoughtfulness
(d) All of the above

180. In Pakistani society, preference will be given to:
(a) Education and training of the individuals
(b) Development of faculties of the individuals
(c) Economic training of the individuals
(d) Development of cognitive faculties of the individuals

181. This is an aim of education that an educated should be able to:
(a) Live like a true Muslim
(b) Differentiate between lawful and unlawful
(c) Follow the true path
(d) All of the above

182. The educative process should enable an individual to:
(a) Recognize God
(b) Understand the superiority of God
(c) Consider himself answerable to God
(d) All of the above

183. In development an important role is played by:
(a) Heredity
(b) Environment
(c) Both (a) and (b)
(d) None of the above

184. The individuals possessing limited abilities:
(a) Live simple life
(b) Search for living opportunities
(c) Are not creative
(d) None of the above

185. Better development can only ensured by:
(a) Good heredity
(b) Good environment
(c) Both (a) and (b)
(d) Good heredity and unhealthy environment

186. Development is:
(a) A continuous process
(b) An organized process
(c) A creative process
(d) All of the above

187. Every step of personality development is:
(a) Creative (b) Physical
(c) Emotional
(d) None of these

188. The motto of an educated person should be:
(a) Preaching of Islam
(b) Sacrifice for the nation
(c) Adopting the right path
(d) All of the above

189. Education always depends on the:
(a) Political objectives of society

(b) Life philosophy of society
(c) Elements of society
(d) Temporary aims of society

190. The process of education ranges from:
(a) Birth to death
(b) Childhood to adulthood
(c) Adulthood to old age
(d) Adolescence to maturation

191. Differences in general intellectual capacity must include a consideration of the so-called higher mental processes, although exactly what these are has not been fully agreed upon by:
(a) Psychologist
(b) Administrators
(c) Critics (d) Learners

192. Interest in the interpretation of intelligence and in the construction tests for the measurement of intelligence can high during the quarter of the twenty ______ century:
(a) Fourth (b) Second
(c) Third (d) First

193. So varied were the concepts of intelligence, as these were started by psychologists working in this field, that a symposium was held in ______ as an attempt to reach agreement concerning what intelligence really is:
(a) 1911 (b) 1914
(c) 1921 (d) 1927

194. Terman, ______ psychologist introduced the Binet test for general use in differentiating between degrees of brightness and dullness:
(a) American (b) English
(c) Spanish (d) Italian

195. An empirical interpretation of intelligence is contained in Thorndike's concept of it as the "power of good responses from the point of view of truth or fact." Thorndike further emphasized ______ aspects of intelligence:
(a) 2 (b) 3
(c) 4 (d) 5

196. The elements or actions that are evidences of ______ ability include facility in the use of numbers, language efficiency, speed of perception, facility in memorizing, comprehending imagination:
(a) Describing (b) Normal
(c) Learning (d) Explaining

197. Development is formal study of ______ changes:
(a) Physical (b) Cognitive
(c) Social and emotional
(d) All of the above

198. Study of development is useful for the:
(a) Parents (b) Teachers
(c) Educational administration
(d) All of the above

199. Development is a formal study of those changes which take place due to:
(a) Experiences (b) Incidents
(c) Rearing
(d) All of the above

200. Which of the following trait is not associated with development:
(a) Development is a complicated process
(b) Development is an integrated process
(c) Development includes observable changes
(d) Development is a continuous process

201. Development causes different changes:
(a) Positive (b) Negative
(c) Both positive and negative
(d) Neutral

202. Growth refers to:
(a) Increase in height and weight
(b) Increase in size
(c) Strengthening of human skeleton
(d) All of the above

203. Maturation refers to that stage of the development when an organism:
(a) Starts performing instinctive functions
(b) Starts effecting other organisms
(c) Completes training
(d) Enables to perform social functions

204. According to Spearman, an ______ statistician, intelligence consists of general ability that works in conjunction with special abilities:
(a) Italian (b) English
(c) American (d) Australian

205. Language tests such as those commonly used in attempts as measuring the intelligence of children deal mainly with ______ intelligence:
(a) Inherited (b) Total
(c) Social (d) Abstract

206. "Give me a child and I will move him as you desire" this was said by:
(a) Freud (b) Skinner
(c) Watson (d) Pavlov

207. The colleges of education are concerned with:
(a) Special education
(b) Teacher training
(c) Educational planning
(d) All of the above

208. In order to get admission in M. ed. Program:
(a) B.Ed. is the basic requirement
(b) Graduation is the basic requirement
(c) M.A. is the basic requirement
(d) None of the above

209. Which tests do not directly measure future accomplishment and measure present performance?
(a) Basic (b) Progressive
(c) Aptitude (d) Scientific

210. Many factors combine to determine what a person may be expected to do in the future, especially in the achievement of educational or ______ success:
(a) Technical (b) Qualitative
(c) Basic (d) Vocational

211. Test of ability to learn and of power in reasoning are important as predictors of the kind of learning situations into which a learner should be:
(a) Treated (b) Guided
(c) Directed (d) Tested

212. The degree of general ability in problem solving in the specific area for which one may have an aptitude varies with types of occupations:
(a) Different (b) Basic
(c) Complex (d) Particular

213. Considerable attention is being given today to the relationship that exists between vocational interest and vocational:
(a) Aptitude (b) Training
(c) Success (d) Behaviour

214. Young people as well as their parents tend to become interested in one particular occupation, regardless of personal aptitude, because of the financial rewards that are attached to the favoured:
(a) Occupation (b) People
(c) Activity (d) Interest

215. Aptitude probably includes both inborn capacity and the effects of conditions:
(a) Particular
(b) Occupational
(c) Environmental
(d) Economic

216. A global human society must be:
(a) Free of all prejudices
(b) Aware of mass media importance
(c) Believer in one God
(d) Free of geographical boundaries

217. Environment refers to all those circumstances:

(a) Which take place in the life of an individual
(b) Which direct the way of life of an individual
(c) Which affect the life of an individual
(d) All of the above

218. The differences in aptitude occur because of:
(a) Heredity
(b) Environment
(c) Economic conditions
(d) All of the above

219. The dull students:
(a) Require special attention
(b) Cannot get advantage of educational opportunities
(c) Do not succeed socially
(d) Cannot earn livelihood

220. If the teacher focuses the intelligent students while teaching:
(a) Average students will lose interest in teaching process
(b) Border line student will lose interest in teaching process
(c) Both (a) and (b)
(d) None of the above

221. Social values are transmitted to the next generation through:
(a) General education
(b) Professional education
(c) Industrial education
(d) Medical Education

222. Survival of the Education Policy depends upon:
(a) Managing education system
(b) Extends its boundaries
(c) Produces employment opportunities
(d) Establishes the institutions

223. The cultural needs can be fulfilled through:
(a) General education
(b) Professional education
(c) Law education
(d) Moral education

224. Teachers of ______ seem to be in rather general agreement that there is a present no one test that measures aptitude in artistic performance:
(a) Mathematics
(b) Art
(c) Language (d) Science

225. In any situation, in school or out of school, where is required, social understanding, emotional stability, and drives to action and other personal factors are as significant to successful achievement as is degree of mental ability:
(a) Competence
(b) Consideration
(c) Objectivity
(d) Measurement.

226. A consideration of ______ measurement should develop an attitude of fair-minded appreciation of its value:
(a) Vocabulary (b) Mental
(c) Definite (d) Individual

227. Many tests have been devised to measure manual dexterity and aptitude:
(a) Economical (b) Modern
(c) Social (d) Mechanical

228. The knowledge of individual differences is essential so that:
(a) Everybody should perform duty according to his abilities
(b) Everybody can get harmony with the society
(c) Statistical facts of the state should be known
(d) Both (a) and (b)

229. In order to improve the learning processes:
(a) The individual differences must be considered
(b) Learning process should be planned adequately
(c) Modern methods of teaching must be adopted

(d) All of the above

230. In the same family, there may be:
(a) Some intelligent children
(b) Some dull children
(c) Children of the same intelligence
(d) Both (a) and (b)

231. The hereditary differences are also called:
(a) Inborn differences
(b) Environment difference
(c) Learned difference
(d) Observable difference

232. Observable differences among individuals of all ages in ability to meet challenging situations are recognized by parents, teachers employers, other adults, and even:
(a) Biologists
(b) Administrators
(c) Children
(d) Psychologists

233. Whether a person is skilled in an activity, appears to possess accurate information in this specific field of knowledge, or is able to solve a practical problem is evidenced to a greater or less degree in his daily:
(a) Routine (b) Behaviour
(c) Meetings (d) Work

234. On the basis of ______ performance, a person is requested or permitted to assume certain responsibilities or he is denied participation in a particular activity:
(a) Particular (b) Best
(c) Future (d) Past

235. The formulation and progress of society is to:
(a) Lead the world
(b) Establish world peace
(c) Make the world progressive
(d) All of the above

236. From cultural point of view, the aim of education is to:
(a) Make the individual aware of his/her rights and duties
(b) Promote political understanding
(c) Create the sense of unity of mankind
(d) All of the above

237. A balanced society can be established by means of:
(a) Economic development
(b) Education
(c) Democracy (d) Communism

238. An important aim of education is to produce an understanding of:
(a) National issues in an individual
(b) Political insight in an individual
(c) Environment in an individual
(d) All of the above

239. The increased interest among ______ and occupational leaders in the field of aptitude discovery is indicative of the recognized need of trying to place the right person in the right job:
(a) Modern (b) Successful
(c) Classical (d) Educational

240. A battery of test known as the Pre-Engineering Inventory consists of a comprehensive list of objective tests intended to measure ability for the study of:
(a) Engineering
(b) Science (c) Technology
(d) Difficult subjects

241. In the past, it was assumed that everyone who appeared unable to respond as other did, especially a ______ was said to be feeble minded:
(a) Young man
(b) Child
(c) Teacher (d) Intellectual

242. Differences among ______ were recognized, but such differences were ascribed, more often than not to laziness or unwillingness to learn:
(a) Citizens (b) Students
(c) Individuals (d) Learners

243. The attempting of any valid conclusion concerning the consistent behaviour of an individual, however, may be a long and costly process, especially of past performance is to be accepted as a guarantee of what can be expected in the way of future:
(a) Success (b) Work
(c) Performance
(d) Discussion

244. Competence in any area depends upon interest in the activity and needed skills and information; but more than these is needed the ______ ability to acquire satisfactory degree of competence:
(a) Total (b) Physical
(c) Potential (d) Intellectual

245. ______ in any area or on any level is conditioned by the learner's readiness to learn:
(a) Guidance (b) Learning
(c) Research (d) Training

246. Many characteristics or traits are general for various specific fields of:
(a) Learning (b) Guidance
(c) Aptitudes (d) Activities

247. Some aptitudes are forms of special ability that adapt themselves to training towards anyone of various fields:
(a) Psychological
(b) Research
(c) Occupational
(d) Academic

248. Some progress has been made in the construction and use of measuring techniques aimed at the discovery of:
(a) Judgment (b) Aptitudes
(c) Techniques (d) Intelligence

249. The most credible source of knowledge in Islam is:
(a) Sense (b) Experience
(c) Revelation (d) Intuition

250. The individual differences are:
(a) Apparent (b) Hidden
(c) Learned
(d) All of the above

251. A teacher should:
(a) Not expect the same response from different students
(b) Consider the difference in earning abilities of students
(c) Should keep in mind the individual difference
(d) All of the above

252. The emotionally disturbed children:
(a) Are not balanced
(b) Become irritated soon
(c) Are disappointed
(d) All of the above

253. In order to maintain emotional health of the children:
(a) They should be taught to control their emotions
(b) They should be provided emotional training
(c) Their emotions should be respected
(d) All of the above

254. If children are allowed to choose subjects according to their aptitude:
(a) They develop interest in education
(b) They start creating problem for their parents
(c) They becomes problematic for their parents
(d) Both (a) and (b)

255. In order to make education useful for all the children:
(a) The aptitude of the students must be honored
(b) All students should not be treated as possessing equal abilities
(c) Their abilities should be given importance
(d) All of the above

256. As per Islam, all sources of knowledge except revelation are of:
(a) Probable nature
(b) Speculative nature
(c) Incredible nature
(d) All of the above

1.	(b)	2.	(a)	3.	(c)	4.	(e)	5.	(e)	6.	(e)	7.	(a)	8	(b)
9.	(d)	10.	(d)	11.	(d)	12.	(o)	13.	(d)	14.	(c)	15.	(e)	16.	(b)
17.	(c)	18.	(a)	19.	(c)	20.	(d)	21.	(e)	22.	(c)	23.	(b)	24	(c)
25.	(c)	26.	(a)	27	(c)	28.	(a)	29	(a)	30.	(b)	31.	(d)	32.	(c)
33.	(e)	34.	(f)	35.	(d)	36.	(a)	37.	(c)	38.	(f)	39.	(d)	40.	(b)
41.	(a)	42.	(c)	43.	(d)	44.	(a)	45.	(b)	46.	(e)	47.	(b)	48.	(a)
49.	(c)	50.	(e)	51.	(b)	52.	(c)	53.	(f)	54.	(d)	55.	(n)	56.	(c)
57.	(h)	58.	(e)	59.	(a)	60.	(a)	61.	(a)	62.	(f)	63.	(f)	64.	(d)
65.	(g)	66.	(e)	67.	(h)	68.	(e)	69.	(h)	70.	(e)	71.	(d)	72.	(h)
73.	(f)	74.	(d)	75.	(c)	76.	(d)	77.	(c)	78.	(a)	79.	(c)	80.	(b)
81.	(b)	82.	(c)	83.	(b)	84.	(c)	85.	(b)	86.	(c)	87.	(c)	88.	(b)
89.	(b)	90.	(a)	91.	(a)	92.	(b)	93.	(c)	94.	(b)	95.	(c)	96.	(d)
97.	(d)	98.	(d)	99.	(a)	100	(d)	101	(b)	102	(c)	103	(a)	104	(b)
105	(d)	106	(a)	107	(d)	108	(a)	109	(b)	110	(c)	111	(b)	112	(a)
113	(d)	114	(c)	115	(a)	116	(c)	117	(b)	118	(d)	119	(d)	120	(a)
121	(a)	122	(a)	123	(c)	124	(b)	125	(d)	126	(a)	127	(c)	128	(d)
129	(c)	130	(b)	131	(a)	132	(d)	133	(d)	134	(d)	135	(d)	136	(b)
137	(c)	138	(d)	139	(a)	140	(b)	141	(c)	142	(b)	143	(a)	144	(a)
145	(c)	146	(a)	147	(d)	148	(a)	149	(c)	150	(b)	151	(b)	152	(b)
153	(d)	154	(c)	155	(d)	156	(a)	157	(a)	158	(b)	159	(a)	160	(a)
161	(b)	162	(d)	163	(b)	164	(a)	165	(b)	166	(d)	167	(a)	168	(c)
169	(a)	170	(d)	171	(b)	172	(d)	173	(a)	174	(b)	175	(b)	176	(d)
177	(u)	178	(c)	179	(d)	180	(a)	181	(d)	182	(d)	183	(c)	184	(d)
185	(c)	186	(d)	187	(a)	188	(d)	189	(b)	190	(a)	191	(a)	192	(d)
193	(c)	194	(a)	195	(b)	196	(c)	197	(d)	198	(d)	199	(d)	200	(c)
201	(c)	202	(d)	203	(a)	204	(b)	205	(d)	206	(c)	207	(b)	208	(a)
209	(c)	210	(d)	211	(b)	212	(d)	213	(a)	214	(a)	215	(c)	216	(a)
217	(d)	218	(d)	219	(a)	220	(c)	221	(a)	222	(a)	223	(b)	224	(b)
225	(a)	226	(b)	227	(d)	228	(d)	229	(d)	230	(d)	231	(a)	232	(c)
233	(b)	234	(d)	235	(d)	236	(d)	237	(b)	238	(d)	239	(d)	240	(a)
241	(b)	242	(d)	243	(a)	244	(c)	245	(b)	246	(d)	247	(c)	248	(b)
249	(c)	250	(d)	251	(d)	252	(d)	253	(d)	254	(a)	255	(d)	256	(d)

==========

PEDAGOGY

Learning Strategies

(Study Material)

Institutions of higher learning across the nation are responding to political, economic, social and technological pressures to be more responsive to students' needs and more concerned about how well students are prepared to assume future societal roles. Faculty are already feeling the pressure to lecture less, to make learning environments more interactive, to integrate technology into the learning experience, and to use collaborative learning strategies when appropriate.

Some of the more prominent strategies are outlined below. For more information about the use of these and other pedagogical approaches, contact the Program in Support of Teaching and Learning.

Lecture: For many years, the lecture method was the most widely used instructional strategy in college classrooms. Nearly 80% of all U.S. college classrooms in the late 1970s reported using some form of the lecture method to teach students (Cashin, 1990). Although the usefulness of other teaching strategies is being widely examined today, the lecture still remains an important way to communicate information.

Used in conjunction with active learning teaching strategies, the traditional lecture can be an effective way to achieve instructional goals. The advantages of the lecture approach are that it provides a way to communicate a large amount of information to many listeners, maximizes instructor control and is non-threatening to students. The disadvantages are that lecturing minimizes feedback from students, assumes an unrealistic level of student understanding and comprehension, and often disengages students from the learning process causing information to be quickly forgotten.

The following recommendations can help make the lecture approach more effective (Cashin, 1990):

1. Fit the lecture to the audience
2. Focus your topic – remember you cannot cover everything in one lecture
3. Prepare an outline that includes 5-9 major points you want to cover in one lecture
4. Organize your points for clarity
5. Select appropriate examples or illustrations
6. Present more than one side of an issue and be sensitive to other perspectives
7. Repeat points when necessary
8. Be aware of your audience – notice their feedback
9. Be enthusiastic – you don't have to be an entertainer but you should be excited by your topic. (from Cashin, 1990, pp. 60-61)

Case Method: Providing an opportunity for students to apply what they learn in the classroom to real-life experiences has proven to be an effective way of both disseminating and integrating knowledge. The case method is an instructional strategy that engages students in active discussion about issues and problems inherent in practical application. It can highlight fundamental dilemmas or critical issues and provide a format for role playing ambiguous or controversial scenarios.

Course content cases can come from a variety of sources. Many faculty have transformed current events or problems reported through print or broadcast media into critical learning

experiences that illuminate the complexity of finding solutions to critical social problems. The case study approach works well in cooperative learning or role playing environments to stimulate critical thinking and awareness of multiple perspectives.

Discussion: There are a variety of ways to stimulate discussion. For example, some faculty begin a lesson with a whole group discussion to refresh students' memories about the assigned reading(s). Other faculty find it helpful to have students list critical points or emerging issues, or generate a set of questions stemming from the assigned reading(s). These strategies can also be used to help focus large and small group discussions.

Obviously, a successful class discussion involves planning on the part of the instructor and preparation on the part of the students. Instructors should communicate this commitment to the students on the first day of class by clearly articulating course expectations. Just as the instructor carefully plans the learning experience, the students must comprehend the assigned reading and show up for class on time, ready to learn.

Active Learning: Meyers and Jones (1993) define active learning as learning environments that allow "students to talk and listen, read, write, and reflect as they approach course content through problem-solving exercises, informal small groups, simulations, case studies, role playing, and other activities – all of which require students to apply what they are learning" (p. xi). Many studies show that learning is enhanced when students become actively involved in the learning process. Instructional strategies that engage students in the learning process stimulate critical thinking and a greater awareness of other perspectives. Although there are times when lecturing is the most appropriate method for disseminating information, current thinking in college teaching and learning suggests that the use of a variety of instructional strategies can positively enhance student learning. Obviously, teaching strategies should be carefully matched to the teaching objectives of a particular lesson. For more information about teaching strategies, see the list of college teaching references in Appendix N.

Assessing or grading students' contributions in active learning environments is somewhat problematic. It is extremely important that the course syllabus explicitly outlines the evaluation criteria for each assignment whether individual or group. Students need and want to know what is expected of them. For more information about grading, see the Evaluating Student Work section contained in this Guide.

Cooperative Learning: Cooperative Learning is a systematic pedagogical strategy that encourages small groups of students to work together for the achievement of a common goal. The term 'Collaborative Learning' is often used as a synonym for cooperative learning when, in fact, it is a separate strategy that encompasses a broader range of group interactions such as developing learning communities, stimulating student/faculty discussions, and encouraging electronic exchanges (Bruffee, 1993). Both approaches stress the importance of faculty and student involvement in the learning process.

When integrating cooperative or collaborative learning strategies into a course, careful planning and preparation are essential. Understanding how to form groups, ensure positive interdependence, maintain individual accountability, resolve group conflict, develop appropriate assignments and grading criteria, and manage active learning environments are critical to the achievement of a successful cooperative learning experience. Before you begin, you may want to consult several helpful resources which are contained in Appendix N. In addition, the Program in Support of Teaching and Learning can provide faculty with supplementary information and helpful techniques for using cooperative learning or collaborative learning in college classrooms.

Integrating Technology: Today, educators realize that computer literacy is an important part of a student's education. Integrating technology into a course curriculum when appropriate is

proving to be valuable for enhancing and extending the learning experience for faculty and students. Many faculty have found electronic mail to be a useful way to promote student/student or faculty/student communication between class meetings. Others use list serves or on-line notes to extend topic discussions and explore critical issues with students and colleagues, or discipline-specific software to increase student understanding of difficult concepts.

Currently, our students come to us with varying degrees of computer literacy. Faculty who use technology regularly often find it necessary to provide some basic skill level instruction during the first week of class. In the future, we expect that need to decline. For help in integrating technology into a course curriculum contact the Program in Support of Teaching and Learning or the Instructional Development Office (IDO) at 703-993-3141. In addition, watch for information throughout the year about workshops and faculty conversations on the integration of technology, teaching and learning.

Distance Learning: Distance learning is not a new concept. We have all experienced learning outside of a structured classroom setting through television, correspondence courses, etc. Distance learning or distance education as a teaching pedagogy, however, is an important topic of discussion on college campuses today. Distance learning is defined as 'any form of teaching and learning in which the teacher and learner are not in the same place at the same time' (Gilbert, 1995).

Obviously, information technology has broadened our concept of the learning environment. It has made it possible for learning experiences to be extended beyond the confines of the traditional classroom. Distance learning technologies take many forms such as computer simulations, interactive collaboration/discussion, and the creation of virtual learning environments connecting regions or nations. Components of distance learning such as email, list serves, and interactive software have also been useful additions to the educational setting.

For more information about distance learning contact the Instructional Development Office at 703-993-3141 (Fairfax Campus) and watch for workshops and faculty discussions on the topic throughout the year.

What is the pedagogy of teaching?

Pedagogy is the art (and science) of **teaching**. Effective **teachers** use an array of **teaching** strategies because there is no single, universal approach that suits all situations. Different strategies used in different combinations with different groupings of students will improve learning outcomes.

What is the definition of teaching strategies?

Teaching strategies refer to methods used to help students learn the desired course contents and be able to develop achievable goals in the future. **Teaching strategies** identify the different available learning methods to enable them to develop the right **strategy** to deal with the target group identified.

What is an instructional strategy in teaching?

An **instructional strategy** is a method you would use in your **teaching** (in the classroom, online, or in some other medium) to help activate students' curiosity about a class topic, to engage the students in learning, to probe critical thinking skills, to keep them on task, to engender sustained and useful classroom ...

What are the methods of teaching?

A **teaching method** comprises the principles and **methods** used for instruction. Commonly used **teaching methods** may include class participation, demonstration, recitation, memorization, or combinations of these.

Pedagogic strategy

Definition: Pedagogic Strategies can be defined at 3 levels:

1. General instructional designs
2. Designs applied to a teaching/learning unit (e.g. a lesson or a course module)
3. Pedagogic methods that are part of a wider design (e.g. of a pedagogic strategy as defined here) and that we discuss elsewhere.

Important notice: Schneider doesn't feel very sure how to distinguish pedagogic strategies from what he calls instructional design models. Here is a provisional distinction:

1. Pedagogic strategies refer to a general abstract teaching method. They can influence instructional design models.
2. Instructional design models refer to more precise instructional designs (based on some more explicit teaching and learning goals). A model can (but must not) implement several kinds of pedagogic strategies and methods.

Alternative entry points:

1. Instructional design models (It might be good idea to merge at some point these articles, but then it's sometimes a good idea to look at a similar problem with different instrumentation ...)
2. Teaching style (models that focus on the classroom teacher)

Learning Strategies – MCQs

Write the correct answer:

1. Which one of the following statements is not suitable for teachers?
   (a) They really take interest in students
   (b) They are capable of guiding students and maintaining discipline
   (c)✓ They are not interested in moulding themselves according to the new situation
   (d) They are very much enthusiastic about such tasks as are done by teachers
2. The aim of a teacher is:
   (a) To help students get through in the examination
   (b) To make students disciplined
   (c)✓ To develop the abilities of students
   (d) To develop the social behaviours among students
3. Why will you ask questions from students during the course of a lecture?
   (a)✓ Are the students carefully listening to your lecture?
   (b) To learn which one of the students is the brightest one
   (c) To learn whether students are understanding (the lecture) or not
   (d) To assists the students
4. A teacher with sober thoughts, in accordance with the rules:
   (a) Allows students to make mistakes but instructs them to reduce the number of such mistake
   (b) Instructs his students not to commit any mistake at any point of time
   (c)✓ Takes so many precautions so that students never make mistakes
   (d) Give right punishment to those students who make mistakes
5. If a teacher has to prove his credibility in the evaluation of answer booklets, then he should be:
   (a) Dutiful

   (b) Very much regular
   (c)✓ Impartial
   (d) High-handed
6. The lecture will be communicated more effectively if teachers:
   (a) Read the prepared notes
   (b)✓ Prepares good notes in advance and use them as their guides
   (c) Engage students in immediate discussions
   (d) Quote examples from other teaching sessions/lectures and engage students in immediate discussions
7. As a teacher, what will you do if students do not attend your class?
   (a) Blame students for their absence from the class
   (b) Ponder over the present attitude of students in a calm manner
   (c) Think about using some interesting techniques of teaching
   (d)✓ Try to understand the reasons (for this behaviour) and try to eliminate them
8. Those students, who frequently ask questions in the class:
   (a) Should be advised to meet the teacher outside the classroom
   (b)✓ Should be encouraged to take part in debates in the class
   (c) Should be encouraged to find out the answers on their own
   (d) Should be encouraged to ask questions on a continuous basis
9. Teachers should not have such expectations from their students as are beyond the development stage of the latter. If the former do so they:
   (a) Generate inferiority
   (b)✓ Generate inferiority, high levels of tension and perplexity among students
   (c) Generate motivation among students to learn more
   (d) None of these
10. The objective of education is to implement all the abilities of children to the maximum possible extent. This indicates that:
    (a) The teacher and parents should know how able the children are, or how much capable they are
    (b)✓ They should be given good opportunities and a conducive environment, which are helpful in their development to the maximum extent.
    (c) It is important that their character is helpful, persuasive and sympathetic
    (d) All of these
11. One will have more chances of being successful as a teacher, if:
    (a) He belongs to the family of teachers
    (b) He is trained in teaching
    (c) He has ethical values and a good character
    (d)✓ He can organize his teaching material systematically and conveys the same effectively.
12. Effective teaching is a function of:
    (a)✓ Clear and precise communication
    (b) Perfect classroom discipline
    (c) Regular teaching
    (d) Students self-learning
13. Which of the following is most desirable for a teacher?
    (a) To be punctual in the class
    (b)✓ Clear, precise, and systematic presentation of the subject-matter
    (c) To be strict disciplinarian
    (d) To be permissive in the class
14. A good teacher is one who:
    (a) is highly intelligent
    (b) lives simple life
    (c) has mastery over his teaching subject

(d)✓ has genuine interest in his students

15. The teacher should:
(a) Keep distance with his students
(b) Help the students to get good marks
(c)✓ Do whatever is needed to promote the welfare of his students
(d) Teach well and think that his job is over

16. Which of the following is most important for a teacher?
(a) Classroom discipline
(b) Subject he is teaching
(c)✓ Students of the class
(d) Time available for teaching

17. What I like about teaching is that it is the:
(a) Most peaceful job
(b) Resort of even the least competent persons
(c)✓ Most challenging job
(d) Most lucrative job because of the scope for private tuition

18. Which is the most sensible idea about teaching and research?
(a) They are two entirely different kinds of activities
(b) They cannot go together
(c)✓ Thy are two sides of the same coin
(d) They interfere with each other

19. A good teacher is one who:
(a) Reads a lot
(b) Publishes lots of research gaper
(c)✓ Teaches well
(d) Cooperates well with the principal

20. I will appreciate the teacher who
(a) has strict control over his students
(b)✓ knows the problems of students and helps them
(c) is friendly with the students
(d) has a charming personality

21. Four children are abused by a fifth one, all these four children react differently to the abuse and the ways in which they react are listed below. Which one of the reactions shows the maximum emotional maturity?
(a) Retorts with another abuse
(b) Runs away from the scene
(c)✓ Keeps silent
(d) Gives turn to the situation with humour

22. Communication will be effective:
(a) If it is delivered slowly and clearly
(b) If it is delivered in a calm situation
(c) If it reaches the receiver completely
(d)✓ If it reaches the receiver as intended by the sender

23. Communication in the classroom often fails because:
(a) The students are inattentive
(b)✓ The teacher is monotonous in delivering the message
(c) The students have no interest in the lesson being taught
(d) There is very much noise in and around the classroom

24. Which of the following will make communication more effective?
(a) Cutting jokes in between
(b) Using multi-sensory appeal
(c) Speaking with high authority
(d)✓ Telling what is useful to the listeners

25. Teaching will be effective if the teacher:
(a) is a master of the subject
(b) has much experience in teaching the subject
(c)✓ starts from what students know already
(d) uses many instructional aids

26. One can be a good teacher, if he:
(a)✓ has genuine interest in teaching

(b) knows how to control students
(c) knows his subject
(d) has good expression

27. A college teacher will really help the students when she:
(a) dictates notes in the class
(b)✓ is objective in her evaluation
(c) encourages students to ask questions
(d) covers the syllabus completely in the class

28. Which is the more desirable outcome of teaching in higher education?
(a) Increase student's achievement
(b)✓ Increase in the level of independent thinking of students
(c) Higher percentage of result
(d) Increase in the number of students who opt for the subject

29. Which of the following statements has the high probability of being correct as applied to higher education?
(a) All students cannot learn and so all do not learn
(b)✓ All students can learn but all do not learn
(c) All students can learn and so all learn
(d) All students cannot learn but all want to learn

30. A teacher has to be:
(a) A strict disciplinarian
(b) Well versed in the subject
(c) A continuous learner in the subject
(d)✓ Sympathetic towards slow learners

31. In higher education, research and teaching are two different activities that:
(a) Cannot go together
(b) Can go, if at all, only in sequential order
(c)✓ Can go together
(d) Can go together only at the expense of each other

32. The facial expressions of students relate to which element of the communication process?
(a)✓ Message (b) Receiver
(c) Channel (d) Sender

33. Which, is most desirable?
(a) The teacher should make good use of the black-board
(b) The teacher should speak clearly and loudly
(c) The teacher should not allow students to make noise in the class
(d)✓ The teacher shouldexplain as simply as possible difficult aspects of the subject-matter

34. Which is the least important in teaching?
(a)✓ Punishing the students
(b) Maintaining discipline in the class
(c) Lecturing in impressive ways
(d) Drawing sketches and diagrams on the black-board if needed

35. Absenteeism in the class can be minimized by:
(a) Telling students that it is bad to be absent in the class
(b) Punishing the students
(c)✓ Teaching the class effectively and regularly
(d) Ignoring the fact of absenteeism

36. The most important skill of teaching is:
(a)✓ Making students understand what the teacher says
(b) Covering the course prescribed in his subject
(c) Keeping students relaxed while teaching
(d) Taking classes regularly

37. Students learn more from a teacher who is:
(a) Affectionate
(b) One who communicates his ideas precisely and clearly

(c) Gentle (d)✓ Hard working

38. Effective teaching, by and large, is a function of:
(a) Teacher's scholarship
(b) Teacher's honesty
(c)✓ Teacher's making students learn and understand
(d) Teacher's liking for the job of teaching

39. My reaction to the statement "A good teacher is essentially a good researcher" is that this is:
(a)✓ My firm belief
(b) Something I find difficult to agree to
(c) Something which I accept only as an opinion
(d) Only a hypothesis

40. The psychological aspects of the classroom are best managed by:
(a)✓ The class teacher
(b) The subject teacher
(c) The principal
(d) The students themselves

41. Which is "feedback" in the newspaper's communication?
(a) Articles (b) Editorials
(c)✓ Letters to the Editor
(d) News

42. Which of the following steps would you consider first for an effective communication?
(a)✓ Select the channel of communication
(b) Plan the evaluation procedure
(c) Specify the objectives of communication
(d) Identify various media or communication

43. Books can be powerful source of communication, provided:
(a) Content is abstract
(b)✓ Content is illustrative
(c) Medium is Urdu
(d) Content is presented through good print

44. To make classroom teaching more effective every teacher should:
(a) Discuss with colleagues
(b)✓ Analyze responses of students
(c) Keep him/herself abreast of development in the area in his/her subject
(d) Publish his/her writings

45. Meaningful learning takes place when:
(a)✓ Students are interested in the topics taught
(b) Explanations are given within the reach of the students
(c) The new content being taught is related to the previous knowledge of the students
(d) Students raise questions and get them clarified

46. A teacher is effective if he/she:
(a) Explains everything in the class
(b) Repeats explanations for each student
(c)✓ Provides a variety of learning experiences
(d) Answers all questions raised by students

47. Majority of students in a large class are found dozing. There may be something wrong with:
(a)✓ The students concerned
(b) The teaching process
(c) The content taught
(d) The time of inst

48. Generalizability of a new teaching method can be tested through research across:
(a) Different teachers
(b) Different subjects
(c) Different levels/grades
(d)✓ All the above

49. Good teaching is best reflected by:
(a) Attendance of students
(b) Number of distinctions
(c)✓ Meaningful questions asked by students

(d) Pin-drop silence in the class

50. The main aim of classroom teaching is:
(a) To give information
(b)✓ To develop inquiring mind
(c) To develop personality of students
(d) To help students pass examinations

51. Child development is marked by interrelated process, which one is not one of them?
(a) Differentiation
(b) Integration
(c)✓ Motivation (d) Learning

52. In Your view, which one is the most important factor of teaching process?
(a)✓ Teacher
(b) The environment of the class
(c) Student
(d) Teaching materials

53. Generally students like those teachers who:
(a) Dictate notes in the class
(b) Reveal important Question before examination
(c)✓ Remove the difficulties of the subjects
(d) Are self-disciplined

54. When a student asks a Question to which the teaching has no direct, correct answer. What should the teacher do?
(a) Give some vague answer and satisfy the student Questions
(b) Tell the student-not to ask such irrelevant
(c)✓ Tell the students- that he would give the correct answer later
(d) Ask the student – to find out the answer himself from books in the library

55. The students learn most from those teachers who:
(a)✓ Are gentle
(b) Express their ideas comprehensively and clearly
(c) Are always ready for discussion
(d) Work hard

56. The psychological environment of the class is mainly the duty of:
(a)✓ Class-teacher
(b) Subject-teacher
(c) Principal
(d) Student himself

57. The teacher should know the following thing:
(a) What information is required by children?
(b) What is known to the children before hand?
(c)✓ In which field difficulty is faced by the children?
(d) What was last known to the children

58. The able teacher is one who:
(a) Helps all the students in passing the examination
(b) Inculcates the interest in the subject among students
(c) Maintains peace in the class
(d)✓ Engages the students in their work

59. A student having scientific attitude:
(a) Studies systematically
(b) Gets goods job
(c) Thinks rationally
(d)✓ Comes courageous

60. Through which action children learn fast?
(a)✓ Facial expression
(b) Study
(c) Write (d) Walk

61. If one child gives answers to all the Questions at first in the class but disturbs the rest of the children and roams here and there in the class then what will you do?
(a) Punished him
(b) Tell him not to do like that

(c) Complain the guardians that his child is breaking the discipline
(d)✓ Engage that child in more activities than rest of the children of the class so that he may learn new things

62. What type of class-climate you would prefer?
(a) A quiet and highly attentive class
(b) An active class following the rules prescribed by you
(c) A well-behaved class students speaking only when asked
(d)✓ A highly interactive and self-disciplined class

63. On which basis the ability of teachers can be judged?
(a) Publication of the books
(b) Period of the service
(c) To fulfill the needs of the students
(d)✓ Personality of the teacher

64. The person is influential communicator if:
(a) He is a comedian characteristic
(b) If he has dramatic characteristics
(c)✓ If his communication is very clear
(d) If he communicates in his mother tongue

65. Projective techniques of measuring personality is superior to other techniques because:
(a) They are easy to administer
(b)✓ The examinee does not know that he is revealing his own self
(c) Statistical analysis of the result is possible
(d) None of these

66. Regular change in teaching strategies in the class is required:
(a) To reduce the burden level of pupils
(b) To match contents and objective with strategy
(c) To match it with ability level of pupils
(d)✓ All of the above

67. Which of the following is not emphasized in memory level of teaching?
(a) Cramming of the learnt material
(b) Presenting the subject matter by giving least freedom to pupils
(c)✓ Conducting tests along with teaching
(d) Helping the pupils generalize the acquired knowledge

68. While delivering lecture in the class a teacher:
(a)✓ Must give illustrations to clarify the difficult points
(b) Take the help of notes
(c) Delivering long lectures
(d) All of the above

69. In evaluation approach of lesson planning:
(a) Objective to be realized are written against each teaching point
(b) Activities of the teacher and pupils are mentioned separately
(c) Teaching strategies and material aids are mentioned in a separate column
(d)✓ All of the above

70. Bright students can be motivated well by:
(a)✓ Raising their aspiration level and goals of life
(b) Introducing novelty in strategies
(c) Giving them quick feedback
(d) None of these

71. True or false items cannot provide accurate criterion of evaluation because:
(a) Chance of guessing on the part of examines is at highest probability

(b) They do not require thorough study to attempt
(c) They generally inflate actual scores due to guessing or cheating
(d)✓ All of the above

72. Which one is not among the elements of active learning?
(a) Materials
(b) Manipulation
(c) Language (d)✓ Practically

73. We call a child backward if:
(a)✓ His/her attainment scores lie among the lowest scores of his/her class.
(b) He is dull child with a below average intelligence
(c) He/she remains in same class for more than one year
(d) His/her attainment falls below the level of his his/her natural abilities

74. How does an effective teacher make students attentive in class?
(a) By punishing naughty children
(b)✓ By making one's teaching interesting
(c) By telling stories
(d) By distributing sweets

75. A popular teacher is one who:
(a) Love children
(b)✓ Is favorite of children
(c) Is favorite of parents
(d) Respects children's parents

76. Which is the best method of study of child behavior?
(a) Inspection method
(b) Practical method
(c) Interview method
(d)✓ Personal study method

77. What should teacher do before teaching the lesson?
(a) Lesson should be ready by a student
(b)✓ He should tell the main objectives of the lesson
(c) He should point out the meaning of difficult words of the lesson, first
(d) He should tell the answers of the lessons first

78. Teacher should read other books also except course-books. What will be the benefit of it?
(a) They can use their best time
(b) They will gets satisfaction and teach well
(c)✓ Knowledge will be overall developed and they teach well
(d) People will know him as best teacher due to his way of teaching

79. For healthy arrangement of class room, necessary thing is
(a) Sufficient light should be in the class
(b) Ventilated class room
(c) Appropriate seating arrangement in the class
(d)✓ All of the above

80. There are three main duties of a teacher:
(a)✓ Teaching, regulation and direction
(b) Teaching, creation of character and cooperation\
(c) Direction, skilled-practice and regulation
(d) Instruction, direction, and training

81. What will be your view about son and daughter in home?
(a) You will ask son to do only marketing
(b) You will not ask both of them to do any work
(c) You will ask daughter to do only domestic work
(d)✓ You will ask both of them to do both types of work

82. Which of the following techniques is used in educational surveys?

(a) Tests
(b) Questionnaires
(c) Interview
(d)✓ All of the above

83. Which of the following is an important fear causing stimuli?
(a) Fear of social situation like meeting with people in high offices, being lonely in the house.
(b) Fear of wild animals
(c) Fear of failure in the examination
(d)✓ All of the above

84. Guidance removes:
(a) Psychological problems of the individual
(b) The social problems of the individual
(c) The personal problems of the individual
(d)✓ All of the above

85. Teaching by small steps and frequent short assignment techniques are useful for:
(a) Slow learners
(b) Learning disabled
(c) Educationally backward children
(d)✓ All of the above

86. Attitude can:
(a) Be overt or convert both
(b) Be the measure of cultural differentiation
(c) Provide basic for individual differences
(d)✓ All of the above

87. Which of the following is not the part of educational technology?
(a) Selection of suitable teaching strategies
(b) Use of motivation techniques in the class
(c)✓ Comparison of performance of two different classes or schools
(d) Construction of measuring instruments for evaluation of instructional outcomes

88. Purpose of evaluative phase of teaching is:
(a) To know to what extent objectives are realized
(b) To know the shortcoming of the teacher
(c) To know the effectiveness of strategies
(d)✓ All of the above

89. Developing new rules and principles on the basis of given facts and information in memory level is called:
(a)✓ Generalization
(b) Assimilation
(c) Application
(d) Association

90. Which of the following strategies is most suitable for introducing a lesson?
(a) Lecture (b)✓ Questioning
(c) Narration
(d) Demonstration

91. Which of the following strategies is problem centered?
(a) Project (b) Heuristic
(c) Discovery
(d)✓ All of the above

92. Which of the following purposes is served by lesson plan?
(a) Suitable learning environment can be created in the class
(b) Psychological teaching is possible
(c) A teacher can stick to his content
(d)✓ All of the above

93. Evaluation approach of lesson planning is criticized on the ground that:
(a) It is highly structured where teacher dominates over pupils
(b) No effort is made to integrate different teaching points
(c) It does not take individual difference of pupils into account

(d)✓ All of the above

94. Which of the following teaching aids helps the pupils to study, analyses and compare date?
(a) Pictures (b) Diagrams
(c) Graphs (d) Maps

95. Complexities of scoring of matching type of tests can be reduced by:
(a) Increasing the items in two columns
(b) Supplementing the matched items with four alternative items
(c)✓ Assigning only one mark for the item
(d) None of these

96. To study the functioning of the unconscious mind, which of the following techniques can be most profitable used?
(a) Situational tests
(b)✓ Case studies
(c) Projective techniques
(d) Personality inventories

97. A successful teacher's most important function is:
(a) Helping students to pass examination
(b) Helping students to becomes good players
(c)✓ To develop thinking abilities among children
(d) To develop love for books among children

98. What is meaning of growth?
(a) Change related to result
(b) Change related to measurement
(c)✓ (a) & (b)
(d) None of these

99. What should teacher do after teaching the lesson?
(a) He should ask to do question answers of the lesson
(b) He should give them answers of the questions of the lessons
(c) He should leave them if they may write or not
(d)✓ He should test the understanding of the students

100. You are a famous teacher, but students are not satisfied with your teaching style. How you will teach them?
(a) Will tell about your style first
(b) Will change your style according to students
(c) Will take training again to reform the style
(d)✓ Will make harmony with student's style

101. Which of the following factors affects the classroom management?
(a) Behavior of teacher with students
(b) Disciplined and controlled behavior in classroom
(c) General administration and management of school
(d)✓ All of the above

102. Three merits of proficiency test are:
(a) Approval, subjectivity and reliability
(b) Approval, dexterity and objectivity
(c) Subjectivity, dexterity and approval
(d)✓ Approval, reliability and subjective

103. Which types of person should enter in the field of teaching?
(a)✓ Devoted and laborious persons
(b) General persons
(c) Meritorious persons
(d) Economically weak persons

104. Which of the following is the social characteristics of a child?
(a) His play is self-centered
(b) He recognizes his mother in the third month
(c) He understands the tone of voice i.e. love or hate
(d)✓ All of the above

105. Which of the following is an important anger arousing situation during adolescence?
(a) Not getting the needs fulfilled
(b) Biased attitude against them
(c) Unfair and insulting attitude towards them

(d)✓ All of the above

106. When a child responds to all women who wear black suit because of the black suit of her mother, it is the example of:
(a) Internal inhibition
(b)✓ Generalizations
(c) Assimilation
(d) All of the above

107. Guidance differs from counseling in which of the following manner?
(a) Guidance is a broader concept than counseling
(b) Guidance is a group process while counseling is a one to one contact
(c) Guidance mostly covers social aspects while counseling is a learning oriented process and reduces the learning problems of the individual
(d)✓ All of the above

108. Which of the following conditions must be fulfilled for proper adjustment in the environment?
(a) Physical fitness and health
(b) Free from psychological diseases
(c) Social acceptability of the person
(d)✓ All of the above

109. Which of the following can affect the results of students in the examination?
(a) Number of class works and home works given
(b) Working house and days of the school
(c) Number of teacher-parents meets
(d)✓ All of the above

110. Interactive phase is likely to fail if:
(a) Diagnostic phase is defective
(b) Post active phase is not properly planned
(c) Interactive phase is not properly activated
(d)✓ (a) & (b)

111. In order to make memory level of teaching a success what should a teacher do?
(a) Subject matter should be meaningful and interesting before presenting it to pupils
(b) Logical sequence should be there in the presentation of subject matter
(c) Recall and rehearsal of the learn material should be done at short intervals
(d)✓ All of the above

112. All of the following are the advantages of lecture strategy except:
(a) More content can be presented to pupils in less amount of time
(b) Objective of cognitive as well as affective domains of behavior can be achieved
(c)✓ It will increase the oral communication powers of pupils
(d) Habit of concentrating to teaching for a longer period can be developed

113. Major advantage of supervised study technique is that:
(a) Problems of learning disabled and backward pupils can be removed
(b)✓ Self-learning habits and self-confidence can be developed in pupil.
(c) Formative evaluation of teaching is possible
(d) All of the above

114. To increase the confidence of the teacher:
(a) Well preparation of the material aids is required
(b)✓ Well preparation of the content is required
(c) Class room discipline is a must
(d) Selection of suitable strategy is needed

115. In teaching-learning process which of the following things is done first?
(a) Determination of objectives

(b) Determination of strategies
(c)✓ Task analysis
(d) Writing objectives

116. Condition necessary for micro teaching is:
(a) Controlled environment
(b) Observation and criticism
(c) Repeated manifestation of only one skill
(d)✓ All of the above

117. The phrase equal educational opportunities in Pakistan means:
(a)✓ Equal opportunities for all children to have access to education
(b) Equality of type of education available for each child
(c) Equality of educational standards for each child
(d) Equal opportunities to have the type of educational for the type of educational for which one is suited

118. How shall you help a student who has failed in the half yearly examination?
(a) By giving grace marks
(b) By holding re-examination
(c)✓ By re-teaching difficult concepts
(d) By asking parents to arrange private tuition

119. The students of class V make too much noise in math's class. The probable reason this could be that the teacher:
(a)✓ Is not well versed in teaching methodology
(b) Is not able to maintain discipline in class
(c) The children do not pay attention
(d) The children dislike the subject

120. Which of the skills do you consider is essential for a teacher?
(a)✓ To communicate well
(b) To use difficult language
(c) To impress students
(d) To read out the text-book

121. In co-education you want to:
(a) Make separate rows of boys and girls
(b) You give preference to boys over girls
(c) You give preference to none
(d)✓ You deal according to need

122. Success in developing values is mainly development upon:
(a) Government
(b) Society
(c) Family (d)✓ Teacher

123. One of the basic principles of socializing individuals is:
(a) Religion (b) Caste
(c)✓ Education (d) Imitation

124. Which of the skill do you consider most essential for a teacher?
(a) Oration skills
(b) Listening skills
(c) Managerial skills
(d)✓ Teaching skills

125. Which of the skill do you consider most essential for a teacher?
(a)✓ Encourage children to search for knowledge
(b) Have all the information for the children
(c) Ability to make children memorize materials
(d) Enable children to do well in tests

126. Good reading aims at developing:
(a)✓ Understanding
(b) Pronunciation
(c) Sensitivity
(d) Increasing factual knowledge

127. A very important quality of a good student is:
(a) To always obey the teacher
(b) To come to school on time
(c)✓ To make an effort to understand what is taught in class
(d) To be quite and well behaved

128. Success in developing values is mainly development upon:
(a) Government
(b) Society
(c)✓ Family (d) Teacher

(d)✓ All of the above

106. When a child responds to all women who wear black suit because of the black suit of her mother, it is the example of:
   (a) Internal inhibition
   (b)✓ Generalizations
   (c) Assimilation
   (d) All of the above

107. Guidance differs from counseling in which of the following manner?
   (a) Guidance is a broader concept than counseling
   (b) Guidance is a group process while counseling is a one to one contact
   (c) Guidance mostly covers social aspects while counseling is a learning oriented process and reduces the learning problems of the individual
   (d)✓ All of the above

108. Which of the following conditions must be fulfilled for proper adjustment in the environment?
   (a) Physical fitness and health
   (b) Free from psychological diseases
   (c) Social acceptability of the person
   (d)✓ All of the above

109. Which of the following can affect the results of students in the examination?
   (a) Number of class works and home works given
   (b) Working house and days of the school
   (c) Number of teacher-parents meets
   (d)✓ All of the above

110. Interactive phase is likely to fail if:
   (a) Diagnostic phase is defective
   (b) Post active phase is not properly planned
   (c) Interactive phase is not properly activated
   (d)✓ (a) & (b)

111. In order to make memory level of teaching a success what should a teacher do?
   (a) Subject matter should be meaningful and interesting before presenting it to pupils
   (b) Logical sequence should be there in the presentation of subject matter
   (c) Recall and rehearsal of the learn material should be done at short intervals
   (d)✓ All of the above

112. All of the following are the advantages of lecture strategy except:
   (a) More content can be presented to pupils in less amount of time
   (b) Objective of cognitive as well as affective domains of behavior can be achieved
   (c)✓ It will increase the oral communication powers of pupils
   (d) Habit of concentrating to teaching for a longer period can be developed

113. Major advantage of supervised study technique is that:
   (a) Problems of learning disabled and backward pupils can be removed
   (b)✓ Self-learning habits and self-confidence can be developed in pupil.
   (c) Formative evaluation of teaching is possible
   (d) All of the above

114. To increase the confidence of the teacher:
   (a) Well preparation of the material aids is required
   (b)✓ Well preparation of the content is required
   (c) Class room discipline is a must
   (d) Selection of suitable strategy is needed

115. In teaching-learning process which of the following things is done first?
   (a) Determination of objectives

   (b) Determination of strategies
   (c)✓ Task analysis
   (d) Writing objectives

116. Condition necessary for micro teaching is:
   (a) Controlled environment
   (b) Observation and criticism
   (c) Repeated manifestation of only one skill
   (d)✓ All of the above

117. The phrase equal educational opportunities in Pakistan means:
   (a)✓ Equal opportunities for all children to have access to education
   (b) Equality of type of education available for each child
   (c) Equality of educational standards for each child
   (d) Equal opportunities to have the type of educational for the type of educational for which one is suited

118. How shall you help a student who has failed in the half yearly examination?
   (a) By giving grace marks
   (b) By holding re-examination
   (c)✓ By re-teaching difficult concepts
   (d) By asking parents to arrange private tuition

119. The students of class V make too much noise in math's class. The probable reason this could be that the teacher:
   (a)✓ Is not well versed in teaching methodology
   (b) Is not able to maintain discipline in class
   (c) The children do not pay attention
   (d) The children dislike the subject

120. Which of the skills do you consider is essential for a teacher?
   (a)✓ To communicate well
   (b) To use difficult language
   (c) To impress students
   (d) To read out the text-book

121. In co-education you want to:
   (a) Make separate rows of boys and girls
   (b) You give preference to boys over girls
   (c) You give preference to none
   (d)✓ You deal according to need

122. Success in developing values is mainly development upon:
   (a) Government
   (b) Society
   (c) Family (d)✓ Teacher

123. One of the basic principles of socializing individuals is:
   (a) Religion (b) Caste
   (c)✓ Education (d) Imitation

124. Which of the skill do you consider most essential for a teacher?
   (a) Oration skills
   (b) Listening skills
   (c) Managerial skills
   (d)✓ Teaching skills

125. Which of the skill do you consider most essential for a teacher?
   (a)✓ Encourage children to search for knowledge
   (b) Have all the information for the children
   (c) Ability to make children memorize materials
   (d) Enable children to do well in tests

126. Good reading aims at developing:
   (a)✓ Understanding
   (b) Pronunciation
   (c) Sensitivity
   (d) Increasing factual knowledge

127. A very important quality of a good student is:
   (a) To always obey the teacher
   (b) To come to school on time
   (c)✓ To make an effort to understand what is taught in class
   (d) To be quite and well behaved

128. Success in developing values is mainly development upon:
   (a) Government
   (b) Society
   (c)✓ Family (d) Teacher

129. The primary duty if a teacher is to be responsible to his/her.
  (a) Family (b)✓ Students
  (c) Society (d) Nation

130. Which of the following is not related to educational achievement?
  (a)✓ Heredity (b) Experiences
  (c) Practices (d) Self-learning

131. One of the students of a class hardly talks in the class. How would you encourage him to express himself?
  (a) By organizing discussions classroom activities
  (b) By encouraging children to take part in
  (c)✓ By organizing educational games/ programmers in which children feel like speaking
  (d) By giving good marks to those who express themselves well

132. A teacher is considered successful only if he:
  (a) Understands his subject well
  (b) Give 100% examination result
  (c)✓ Is gentle and easily approachable
  (d) Gets his articles published in popular magazines

133. If students do not understand what is taught in the class the teacher should:
  (a) A repeat the lesson once again
  (b) Teach the lesson again giving more examples
  (c)✓ Checkup the previous knowledge of the students in the topic
  (d) Proceed to the next lesson so that syllabus could be covered

134. The information about internet and computer makes children:
  (a) More intelligent
  (b)✓ Increase the knowledge of the information
  (c) Give more knowledge
  (d) make him best disciple

135. The best technique of teaching at primary stage is:
  (a) The traditional black-board and chalk technique
  (b) Self-learning
  (c) Practical training
  (d)✓ Game technique

136. You wish to become a teacher, because:
  (a) Less labor is involved in teaching
  (b)✓ Like to be a teacher
  (c) Get more holidays
  (d) There is no compulsion to teach

137. Zeenat is eight years old girl. She does not like to study. You as a teacher:
  (a) Give her oral work
  (b) Leave on her own in the class
  (c) Requests her to study despite she is not interested
  (d)✓ Describes the benefits of study

138. When a teacher enters his class on the first day the theme of discussion should be:
  (a) School building
  (b) School principal
  (c) Course-Content
  (d)✓ Introduction

139. Which of the following is not the purpose of profession?
  (a) To get the knowledge
  (b) To get good job
  (c) To development skills which are helpful in life
  (d)✓ To increase the skills and ability

140. The use of internet for students in their educational activities is in your opinion:
  (a) The wastage of precious time
  (b) Good medium of entertainment
  (c)✓ Medium for good teaching
  (d) Takes the place of the teacher

141. A teacher must check his own unruly behavior because:
  (a) Students will not like it
  (b) Parents will complain
  (c) Principal will take action
  (d)✓ He is dealing with impressionable age

142. Women are given preferences in teaching of primary children:
  (a) Students don't get scared
  (b) She can also cry

  (c)✓ She is emotionally understanding
  (d) Men don't like this profession

143. Basic Education means:
  (a) Minimum learning
  (b) Poor learning
  (c) System of education
  (d)✓ Basic of any learning

144. All round developments means:
  (a) Shapely development of physique
  (b) All students should develop
  (c) One can take as many rounds as possible
  (d)✓ Developments of all the aspects of personality

145. A student having scientific attitude:
  (a) Studies systematically
  (b) Gets goods job
  (c)✓ Think rationally
  (d) Becomes courageous

146. Primary teachers should give top priority to:
  (a) Understanding the child
  (b) Understanding the community
  (c)✓ Interaction with the parents
  (d) Understanding the colleague teachers

147. The most important duty of a teacher is:
  (a) each well
  (b) Understand the student
  (c) Maintain discipline in the class
  (d)✓ Complete the syllabus

148. Before accepting the teaching profession one must know:
  (a) The pay scale of teachers
  (b) The duty of the teachers
  (c) The benefits available to teachers
  (d)✓ The future prospects of this profession

149. The able teacher is one who:
  (a) Helps all students in passing the examination
  (b) Inculcates the interest in the subject among students
  (c) Maintain peace in the class
  (d)✓ Engaged the students in their work

150. When taking a project you would:
  (a)✓ Plan it very carefully and see that there is no chance of failure
  (b) Take it up only when you are assured of cooperation of others and success
  (c) Not mind failure as you feel even then you will learn something
  (d) Be hurt if criticized and leave the project if criticism is too much

151. Children learn better if teacher:
  (a) Repeats the instruction again and again
  (b) Do the same work before children to set an example
  (c) Give directions to children to learn from book
  (d)✓ Tells the children to do the work but he himself is not doing it

152. The teacher can become an effective communicator if:
  (a)✓ He uses the interactive style
  (b) If he helps the students in understanding the meaning of what he is teaching
  (c) He asks the questions while teaching
  (d) He helps the students in an swearing subject-related questions

153. In present age as a teacher what type of person you want to make?
  (a) Good citizen
  (b)✓ Good citizen of competitive personality
  (c) Good soldiers
  (d) Good businessman

154. To teach three languages which of the following stages of education is important (useful)?
  (a) Lower primary stage
  (b) High primary stage
  (c) Secondary stage
  (d)✓ Higher secondary stage

155. In which of the following teaching techniques basic transformed comprehensive characteristic is found?
   (a) Verbal technique
   (b) To engage students in extracurricular activity
   (c) To tell the students to learn practically
   (d)✓ Game technique

156. Which of the following techniques is the most suitable to judge the ability of the students?
   (a) Written examination
   (b) Oral-examination
   (c)✓ Descriptive and consistent evaluation
   (d) Sudden inspection by the education officer

157. Which of the following is of no help in sustaining the attention of the students?
   (a) Keep changing the time of the sound by the teacher
   (b) The activity of the teacher in the class
   (c)✓ The descriptive statement of the teacher
   (d) The facial gesture of the teacher

158. If student often comes late in the class then teacher:
   (a) Should make the student stand out of class to teach him a lesson
   (b) Should child the student but keep him in the class
   (c) Should summon the principal to take action against the student
   (d)✓ Engaged the student in their work

159. The purpose of the children centered educations is:
   (a) The teacher must come to the level of children
   (b) The knowledge should be distributed in small fragments that children can learn easily
   (c) The difficult part of the chapter be removed

   (d)✓ How children will read while studying and creating situation for learning

160. For the person who wants to become good teacher:
   (a)✓ Besides formal education teacher training is must
   (b) Must have liking for children he may not be trained
   (c) Must be graduate and trained in teaching
   (d) Formal education and liking for children is must, he may not be trained

161. To inculcate book-reading habit in young children:
   (a) They would be told to do it daily
   (b) Teacher should study in loud voice for them
   (c) Take them to the library
   (d)✓ Give books to each one of them

162. The purpose of the children centered educations is:
   (a) The teacher must come to the level of children
   (b) The knowledge should be distributed in small fragments that children can learn easily
   (c) The difficult part of the chapter be removed
   (d)✓ How children will read while studying and crate situations for learning

163. In a test-paper you as a student, have scored less than your expectation. You would then:
   (a)✓ Discuss your marks and mistakes with the concerned teacher
   (b) Do nothing, keep quiet
   (c) Request the teacher to enhance your marks
   (d) Request the some other teacher may also mark the paper

164. Which of the following will you attach more importance to develop a democratic outlook among children?

   (a)✓ Opportunities to express themselves freely in a disciplined manner
   (b) Opportunities to arrive at decisions on the basis of consensus after group discussion
   (c) Your decision after student's views
   (d) Unfettered opportunities to them to express them

165. In a theoretical discussion you are mostly concerned with:
   (a) Making the other party feel how silly their arguments are
   (b) Understanding the other party's view-point and arriving at the truth
   (c) Trying to reach some midway solution
   (d)✓ Trying to convince the other party that you are absolutely right

166. As in charge of admission in your school, your principal has asked you to admit a certain candidate having very low marks, as he is the son of a very important person. In such a situation you would:
   (a) Quietly increase the marks as you feel it is your duty to obey the principal
   (b) Keep the marks as they are and not admit him
   (c) Resign and leave the institution as you do not want to work in such an immoral place
   (d)✓ Discuss it with your colleagues and authority members and act according to their advice

167. One of your student suddenly gets seriously injured on the school's sports day. In such a situation first of all you would:
   (a) Fill up an accident report form
   (b) Arrange to send the student to his home
   (c)✓ Render first aid and inform the head
   (d) Get him transported to a hospital immediately

168. You find some of your students using abusive language outside the class. In such a situation you would:
   (a) Punish them then and there
   (b) Ignore the matter
   (c) Inform their parents about it
   (d)✓ Talk to them in confidence separately

169. Parent should see that their children get such education that:
   (a) Enables them to earn money
   (b) Makes them discriminate between right and wrong
   (c) Gets them prestige in the society
   (d)✓ Equips them with lots of knowledge

170. Discipline in the class is best ensured when:
   (a) The teacher makes effective use of teaching aids
   (b)✓ Students are equal partner in the teaching learning process
   (c) The teacher is sure of his knowledge
   (d) The lesion has plenty of hum our

171. Good education is that which helps a student to:
   (a)✓ Realize his capabilities and limitations
   (b) Acquire expertise in some particular area
   (c) Become aware of his right as a citizen
   (d) Act according to the need of a situation

172. Teacher training is useful as it:
   (a) Gives knowledge about the principles of teaching
   (b) Acquaints one with the skills of teaching
   (c) Gives direction to the process of teaching
   (d)✓ Provides opportunity for promotion in the profession

173. You are appointed as a teacher in a school which lacks necessary

facilities. In such a situation you would:
(a) Blame the authorities
(b)✓ Try to work effectively within the limited facilities
(c) Try to arrange maximum possible
(d) Collect money from students to provide facilities

174. Through competitive games students learn to:
(a) Accept occasional defeats in life
(b) Be aggressive in pursuit of goals
(c) Work even after school hours
(d)✓ Perform well as sportsman

175. "We are all equal" means that:
(a) Everyone is God's creation, even though we all may be different
(b) All have the capacity to achieve great heights
(c) Everyone should be provided with similar environment
(d)✓ We all should perform our duties equally

176. In choosing a book to read you usually:
(a)✓ Ask for advice, read reviews yet are guided by your own judgment
(b) Do not seek any one's advice you decide by yourself
(c) Seek advice of well-read persons and follow it
(d) Go by the name and fame of the author

177. In dealing with the students, teacher should:
(a) Maintain his dignity and authority
(b) Keep them under supervision and control
(c) Be one like them and identify with them
(d)✓ Respect and listen to them on an equal basis

178. A good school is that which:
(a) Nurtures qualities of a good citizen in its students
(b) Equips the students with the competency needed of acquiring jobs
(c)✓ Helps in the all-round development of its students
(d) Enables its students to achieve success in examinations

179. According to you the most important component of teaching learning process is:
(a) Teacher (b) Class climate
(c) Learner
(d)✓ Learning material

180. The teaching becomes effective and joyful for the teacher, when students sitting in the class are:
(a) All of the same intellectual level
(b) Responding to questions put by the teacher
(c) Not trying to satisfy their question
(d)✓ Active in satisfying their curiosity

181. Which of the following factors in fluencies your behavior most?
(a) Financial gain
(b) Social norms
(c) Personal aspirations
(d)✓ Scientific inferences

182. Education should be made self-sufficient because then:
(a)✓ Students will take education seriously
(b) Undeserving students will not seek admission
(c) Crowed will be reduced in colleges
(d) Investment of public money will be saved

183. Which of the following sets of trait is useful for teacher?
(a) Forgiveness cooperation, anger
(b) Honesty, jealousy, knowledge
(c)✓ Knowledge restrains rationality
(d) Tolerance kindness dominance

184. Which one of the following values should be given less importance by a teacher?
(a) Tolerance (b) Cooperation

(c)✓ Competition
(d) Non-Violence

185. An essential quality of a good teacher is:
(a) To be able to maintain discipline in class potential
(b) To help and guide each child to attain his/her
(c) To punish children when they are naughty
(d)✓ To give the children the maximum amount of information

186. Giving feedback about the progress of students will make them:
(a) Happy (b)✓ Do better
(c) Discouraged
(d) Regular

187. If student do not understand what is taught in the class the teacher should:
(a) Repeat the lesson the once again
(b) Checkup the previous knowledge of the students in the topic
(c)✓ Teach the lesson again giving more examples
(d) Proceed to the next lesson so that syllabus could be covered

188. Which of the following do you think is most suited to bring about desired behavior changes in the child?
(a) By emplaning the utility of the desired change
(b) By an exemplary behavior of a teacher
(c) By warning against the possible adverse result on not bringing about the change
(d)✓ By holding out hopes of a reward for good result

189. Overall quality of an elementary school can be improved by:
(a)✓ Involving the neighborhoods community in school activities
(b) Using innovative methods of teaching
(c) Providing adequate infrastructure
(d) None of these

190. The job of a school teacher is more attractive than in the past because of:
(a) Higher social status
(b) Higher pay
(c) More training institution
(d)✓ Greater job satisfaction

191. Non-school going children (7-12 years) can be to primary school if:
(a) Free meals are provided in the schools
(b) Watch groups are formed in community
(c) Books and school uniform are given free
(d)✓ Child labor is abolished

192. Parents are happy with a school if:
(a)✓ Their children are learning effectively
(b) The school has good facilities
(c) Teacher take their classes regularly and punctually
(d) Child labor is abolished

193. Elementary teacher should give top priority to:
(a)✓ Understanding the children
(b) Understanding the community
(c) Interacting with parents
(d) Understanding fellow teachers

194. Pre-service training of elementary teachers should basically focus on:
(a)✓ Preparing for work with children from varied socio-culture contexts
(b) Preparing social activity
(c) Caring for the community
(d) Mastery of the subject matter

195. Which of the following set of trait is useful for a teacher?
(a) Forgiveness, cooperation, anger
(b) Knowledge, restraint, rationality
(c) Honesty, jealousy, knowledge
(d)✓ Tolerance, kindness, dominance

196. In your opinion, the educational television programmer for students is:
(a) Misuse of their valuable time
(b) A good means of recreation
(c)✓ Means of improving teaching
(d) Replacement of a teacher

197. The reason for lack of student's interest in education is:
   (a) No future prospect of education
   (b) Lack of rites
   (c) Indifference of parents
   (d)✓ Lack of relevant syllabus
198. At primary level, women are more effective teachers than men because:
   (a)✓ They give motherly affection to the children
   (b) They do not punish children
   (c) Children are not afraid of them
   (d) They teach through songs
199. It is essential to give more attention to the education of children with special needs because they:
   (a)✓ Should be able to live like all others
   (b) Need kindness
   (c) Are not fortunate like others
   (d) Will not suffer from interiority feeling
200. What is not the aim of learning?
   (a) To acquire knowledge
   (b) To get a good job
   (c) To develop life skills
   (d)✓ To develop competencies and skills
201. Who is a creative child? One who:
   (a) Is regular in the class
   (b) Does not necessarily obeys the instructional direction by the teacher
   (c) Is extraordinarily disciplined
   (d)✓ Is curious about everything
202. Teaching is a profession which:
   (a) Is comfortable
   (b) Gives income from tuition
   (c)✓ Involves constant learning
   (d) Provides satisfaction with low salary
203. Which one is the best method of teaching at primary level?
   (a) Traditional blackboard and chalk method
   (b)✓ Self-learning
   (c) Learning by doing
   (d) Play way method
204. If you are asked to deliver a speech on a critical topic you will:
   (a) Refuse to do so
   (b) Take advice from your friends
   (c)✓ Be ready happily
   (d) Ask for some time to decide
205. The most successful medium for learning new things is:
   (a) To see new films
   (b) To meditate
   (c)✓ Active participation in society and involvement in studies
   (d) To go on a tour
206. By organizing the games among students means:
   (a) The time of the students I s wasted
   (b) Groupies is encouraged among students
   (c) Their studies are adversely affected
   (d)✓ Their other talents and qualities are developed
207. If you have some problem with the principal, you will:
   (a)✓ Talk to him directly
   (b) Adopt the policy of "tit for tat"
   (c) Complain about it to your colleagues
   (d) Complain against him to the higher authorities
208. As a teacher you would like the students who are:
   (a) Naughty (b)✓ Dedicated
   (c) Indiscipline
   (d) Irresponsible
209. The purpose of having a national curriculum is:
   (a)✓ To maintain the standard of education
   (b) To control state policy on education
   (c) To achieve universal elementary education
   (d) To eradicate evils of the education system
210. A successful teacher should be:
   (a) Tolerant
   (b) Lover of discipline

   (c) Ready to pardon
   (d)✓ All of the above
211. The most attractive feature of teaching profession is:
   (a) Earning from tuition
   (b) More than sufficient free time
   (c)✓ Social respect
   (d) Pleasures of teaching
212. The best teacher is one who:
   (a) Provides the students with right guidance
   (b) Loves discipline
   (c) Is punctual
   (d)✓ Who takes interest in the all-round development of the students
213. To win the confidence of the students, the teacher should behave with the students:
   (a) Like a teacher
   (b) Like a mother
   (c) Like a father
   (d)✓ Like a friend
214. As a teacher your attitude towards a student who is weak in studies should be:
   (a) Strict (b) Lovely
   (c) Generous (d)✓ Sympathetic
215. The teacher should know the following thing:
   (a) What information is required by children?
   (b) What is known to the children before hand?
   (c) In which field difficulty is faced by the children?
   (d)✓ What was last known to the children?
216. For the person who wants to become good teacher:
   (a) Besides formal education teacher training is must
   (b) Must have liking for children, he may not be trained
   (c)✓ Must be graduate and trained in teaching
   (d) Formal education and liking for children is must, he may not be trained?
217. The aim of education is to make the all-round development of the child, which of the following is not included in it?
   (a)✓ Economic development
   (b) Physical development
   (c) Mental development
   (d) Moral development
218. Absenteeism can be tackled by:
   (a) Teaching
   (b) Punishing the students
   (c) Giving the sweets
   (d)✓ Contacting the parents
219. You want to be a teacher because:
   (a) You will get a job
   (b)✓ You are very much interested in learning and teaching
   (c) Your guardians want it
   (d) All your friends have become teachers
220. Teacher is a three dimensional process which does not involved:
   (a) Student (b) Teacher
   (c) Environment
   (d)✓ Library
221. As a teacher your goals is:
   (a)✓ To take care the interests of the students
   (b) To teach the students
   (c) To work for fame
   (d) To maintain maximum

==========

PEDAGOGY

Learning Environment

(Study Material)

Learning Environment Goals:

1. Creation of spaces for high intellectual performance.
2. Positive development and affirmation of each student's cultural/linguistic identity and self-esteem, self-motivation and learner autonomy, and social skills and competency.
3. Development of necessary skills for students to become academically competent, multilingual, multicultural, proactive, holonomous, moral, and socially responsive members of a democratic society.
4. Development of a high status environment for multilingualism and multiculturalism.

Rich & Affirming Environments Should:

Promote:

1. Belonging
2. Connections to Others/Relationships
3. Community
4. Self-determination
5. Affirmation of Identity
6. Self-Awareness & Reflection
7. Responsiveness
8. Responsibility
9. Trust
10. Empathy
11. Generosity
12. Dignity
13. Respect for Self and Others
14. Intrinsic Motivation
15. Curiosity
16. Competence
17. Decision-Making /Problem-Solving
18. Pleasure in Learning & Achieving
19. Activism & Involvement
20. Democracy

Avoid:

1. Exclusion
2. Isolation
3. Individualism
4. Controlling Behaviors & Environments
5. Coercion & Threats
6. Restrictions
7. Mindless Compliance
8. Authoritarianism
9. Mistrust

10. Selfishness
11. Self-Centeredness
12. Punishments & Rewards
13. Boredom
14. Helplessness/Incompetence
15. Rote/Disconnected Learning
16. Learning as a Chore
17. Passivity & Withdrawal
18. Disempowerment
19. Meanspiritedness
20. Humiliation

COMMUNITY • SELF-DETERMINATION • TRUST & RESPECT • DEMOCRACY

More specifically, we need a learning environment that promotes:

1. Community: So that English Learners feel they belong and are able to establish positive relationships with other students, teachers, and other adults. In short, they feel connected to the classroom and the school.

2. Self Determination: So that English Learners' identities are affirmed, rather than eradicated and so English Learners are encouraged to be self-aware, to reflect, to be responsive to those around them and to take responsibility for their own learning, including speaking out when what is happening in classrooms is not meeting their needs.

3. Trust and Respect: So that English Learners can develop empathy for others and a certain generosity of spirit; where every English Learner can experience dignity; where there is no room for selfishness, humiliation, or mean-spiritedness.

4. Democracy: So that English Learners can be involved in decision-making and problem-solving both; where they are intrinsically motivated and not dependent on external punishments or rewards; where they see themselves and are seen as competent and able to make change; where their curiosities are taken seriously and so they learn to take pleasure in learning and achieving; where they learn to advocate on their own behalf and on behalf of others.

Empowering Pedagogy:

When we talk about pedagogy for English Learners, whether we are working in English or in the primary language, we want to focus on five key components.

Interactive Structures:

1. Providing open ended tasks
2. Scaffolding tasks to support language output
3. Writing and drawing as preparation for speaking n Encouraging written language
4. Planning consciously and consistently for language growth

Student to Student Interaction:

1. Output requires students to verbalize their thinking.
2. Output provides rehearsal for students who need it.
3. Interaction provides a chance to hear new or needed vocabulary/language structures used by more able classmates.
4. Interaction provides language models and alternatives to the encoding options chosen by the students.
5. Student to student interaction provides more accessible input than teacher talk often does.

6. Student must pay more attention to being comprehensible to other students than the teacher.

Characteristics of Effective Pedagogy:

1. Authentic, Meaningful Language Use
2. Interaction & Cooperation
3. Multimedia, Multisensory Learning
4. Prior Knowledge
5. Personalized Contexts n Student Voice
6. Low Threat/High Challenge
7. Hands-On Learning Tasks
8. Student Reflection
9. Strategic Use of L1 Linguistic Knowledge
10. Negotiation of Meaning
11. Teacher Mediation/Student Appropriation
12. Multicultural Perspectives
13. Learning Strategies & Graphic Organizers
14. Transparent Organization
15. Integrated, Cross disciplinary Curriculum
16. Authentic Assessment

Obviously, there are many interrelated and interdependent practices that make up a sound pedagogy that is aligned to a powerful vision of sustainable English Learner success. When we use these in a thoughtful and integrated way, they make our practice much more powerful and more effective. One approach is to work from a base of interactive structures, which are explored in more detail in the Interactive Structures section of this book. By identifying and using appropriate structures, rather than just activities, for engaging English Learners in their content, language, and culture studies, we can maximize their learning.

Learning Environment – MCQs

Write the correct answer:

1. The process of change:
   (a) Enables an individual to lead successful life
   (b) Enables an individual to adjust in the society
   (c) Enables an individual to develop his abilities
   (d) All of the above
2. A child proceeds from infancy to:
   (a) Childhood
   (b) Neo-adolescence
   (c) Adolescence
   (d) Maturation
3. At birth, a child is unable to:
   (a) Fulfill his needs by himself
   (b) Respond
   (c) Take influences from the environment
   (d) Both (a) and (b)
4. The change in an individual occurs when he:
   (a) Intends to change
   (b) Passes through an experience
   (c) Passes through the learning process
   (d) Both (a) and (b)
5. The changes due to experiences:
   (a) Are permanent
   (b) Continue throughout life
   (c) Pave the way to new changes
   (d) All of the above
6. The natural changes are:
   (a) Temporary
   (b) Permanent (c) Neutral
   (d) None of the above

7. The behavioral changes due to experiences:
   (a) Are sometimes temporary
   (b) Are sometimes permanent
   (c) Are always natural
   (d) Both (a) and (b)
8. Which of the following is included in the concept of learning?
   (a) Process
   (b) Process and change
   (c) Process, change and experience
   (d) All of the above
9. The changes due to learning:
   (a) Do not leave any effect on individual's behavior
   (b) Are not concerned with environment
   (c) Enable an individual to perform his role
   (d) Are concerned with heredity
10. The response of an individual emerging from an experience:
    (a) Enables him to pass through further experiences
    (b) Becomes neutral
    (c) Becomes negative
    (d) Becomes imbalanced
11. Learning is a:
    (a) Continuous process
    (b) Process which brings about changes
    (c) Process which brings about behavior modification
    (d) All of the above
12. Which of the following is not necessary for the process of learning?
    (a) Sex discrimination
    (b) Physical development
    (c) Cognitive development
    (d) Experiences
13. The direct experience:
    (a) Is the personal experience of an individual
    (b) Is not concerned with the environmental stimulus
    (c) Has no effect on the individual
    (d) Is concerned with the social laws
14. In learning by trial & error, an individual:
    (a) Has not already available solution to his problems
    (b) Does not use his intellect
    (c) Does not commit mistakes
    (d) Does not retry after failure
15. In learning by trial and error, an individual carries on his work unless:
    (a) He finds an appropriate solution
    (b) He commits mistakes
    (c) He comes across some negative response
    (d) Both (a) and (b)
16. Which of the following is the first step of learning by trial and error?
    (a) Identification of the problem
    (b) Realization of the problem
    (c) Efforts for the solution of problem
    (d) Remembering the solution of problem
17. To see the people doing and try to do the same is:
    (a) Learning by trial & error
    (b) Learning by imitation
    (c) Learning by insight
    (d) Learning by doing
18. Drinking water to extinguish thirst is:
    (a) A natural act
    (b) An imitative act
    (c) An emotional act
    (d) A social act
19. The act of imitation:
    (a) Continues throughout life
    (b) Is concerned with observation
    (c) Is concerned with repetition
    (d) All of the above
20. In the act of imitation, an individual:
    (a) Observes the other people doing work
    (b) Makes efforts to do the work by himself
    (c) Makes efforts to perform the

same by himself
(d) All of the above

21. Which of the following action is not concerned with learning by imitation?
(a) Observing the people doing work
(b) Solving the problems of mathematics
(c) Attempting the works of people
(d) Repeating the methodology of doing work

22. Delivery of correct pronunciation is concerned with learning by:
(a) Trial and error
(b) Insight (c) Imitation
(d) Doing

23. In learning by insight, an individual:
(a) Employs his cognitive abilities for solving his problems
(b) Observes the behavior of others
(c) Considers just one aspect of a problem
(d) Both (a) and (b)

24. Insight is a process in which an individual:
(a) Uses his previous knowledge
(b) Deliberately attempts to solve the problems
(c) Identifies the irrelevant aspects of a problem
(d) All of the above

25. Employing the learning by insight approach, an individual can benefit himself from various solutions of problems and thereby:
(a) Increases his capacities
(b) Increases his learning
(c) Determines his future line of action
(d) All of the above

26. An individual learns through:
(a) Trial & error
(b) Imitation (c) Insight
(d) All of the above

27. Which of the following is the central point of learning through insight?
(a) Solution of a problem through repeated errors
(b) Observation of the behavior of others
(c) Instantly solve a problem
(d) None of the above

28. In learning by insight, an individual:
(a) Has an understanding of the environment
(b) Knows the benefits of the solution of problem
(c) Consciously makes efforts to solve a problem
(d) All of the above

29. Skills become the part of behaviour when:
(a) Their theories are studied
(b) An individual practice them by himself
(c) The other individuals are observed
(d) One has the firm intention to do them

30. Which of the following method of learning is used in learning by doing?
(a) Learning thought trial & error
(b) Learning thought imitation
(c) Learning thought insight
(d) All of the above

31. In learning by doing, learning comes through:
(a) Skills (b) Observation
(c) Imitation (d) Theories

32. Which of the following is decided in learning by doing:
(a) Goals to achieve
(b) Difficulties confronted
(c) Skills necessary for solution of difficulty
(d) All of the above

33. In case of failure in learning through doing, an individual is able:
(a) To remove the present errors
(b) To know new things
(c) To adopt new attitude
(d) All of the above

34. Learning is the process of change in:
(a) Behavior
(b) Attitudes
(c) Skills and increase in skills
(d) All of the above

35. Which of the following is not included in the law of learning?
(a) Law of readiness
(b) Law of modification
(c) Law of exercise
(d) Law of effect

36. Learning cannot become meaningful unless an individual is not:
(a) Physically prepared
(b) Mentally prepared
(c) Emotionally prepared
(d) All of the above

37. Which of the following has a significant role in the learning process?
(a) Desire
(b) Previous knowledge
(c) Mental level
(d) All of the above

38. Readiness refers to:
(a) Mentally preparation for learning
(b) Increase in the pace of learning process
(c) Removal of hindrances in the learning process
(d) Both (a) and (b)

39. Which of the following learning cannot be durable and effective?
(a) That is not backed up by enough practice
(b) That is backed up by a motive
(c) That is not followed by pleasant results
(d) Both (b) and (c)

40. If the results of an activity are pleasant:
(a) Law of exercise becomes ineffective
(b) Learning becomes durable
(c) Readiness decreases
(d) Response frequency decreases

41. The connection between stimulus and response depends on:
(a) The pleasure an individual gains
(b) The discomfort an individual faces
(c) The pleasure or discomfort an individual experiences
(d) None of the above

42. Which of the following is closely associated with the effectiveness of the law of effect:
(a) Learning (b) Stimulus
(c) Response (d) Sensation

43. If an activity is difficult to do:
(a) Learning will not be effective
(b) Learning will not take place
(c) Learning will be effective
(d) Learning will take place with a stimulus

44. Which of the following is also called factors influencing learning:
(a) Law of learning
(b) Condition of learning
(c) Transfer of learning
(d) None of the above

45. Motivation is:
(a) An inner state of an individual
(b) An external state of an individual
(c) A learning state of an individual
(d) A creative state of an individual

46. Which of the following is produced in an individual by motivation?
(a) Desire (b) Courage
(c) Tendency
(d) All of the above

47. The interest of an individual is:
(a) A learned role
(b) An unlearned role
(c) A natural role
(d) A social role

48. Which of the following is the key factor in the selection of interests?
(a) Pleasure
(b) Material gain

(c) Information
(d) Skills

49. Escape from punishment is:
(a) An immediate objective
(b) A remote objective
(c) A natural objective
(d) An academic objective

50. An individual can only easily learn if:
(a) He is ready to learn
(b) He has the desire to learn
(c) He makes efforts to learn consciously
(d) All of the above

51. Which of the following is the change factor of trends and interests?
(a) Conditions (b) Time
(c) Experiences
(d) All of the above

52. If an activity pleases a child:
(a) He will do it repeatedly
(b) He will make it a part of his behavior
(c) He will opt it from other options
(d) All of the above

53. Attention refers to:
(a) Attend to an activity
(b) Respond to the signs coming from the outside
(c) Produce harmony between stimulus and response
(d) All of the above

54. Attention and interest:
(a) Increase the pace of development
(b) Minimize the individual differences
(c) Reduce the responsibility of a teacher
(d) Both (b) and (c)

55. Attention is:
(a) A social state
(b) A mental state
(c) An organic state
(d) An aptitudinal state

56. 'Meaningful of an act for a child' means to what extent:
(a) The particular learning can be beneficial for him
(b) The particular learning can be beneficial for him in future
(c) The particular learning can be socially beneficial for him
(d) All of the above

57. The unarranged and disordered poems:
(a) Cannot be memorized
(b) Can be remembered till long
(c) Can easily be forgotten
(d) Are a source of fun for children

58. Which of the following increases the pace of development?
(a) Meaningless content
(b) Meaningful content
(c) Punishment
(d) Ignorance of individual differences

59. Attitude refers to the inner state of an individual which influences:
(a) The selection of an activity
(b) The adoption of an activity
(c) The understanding of an activity
(d) All of the above

60. A child:
(a) Learns positive attitudes from his family
(b) Learns negative attitudes from his family
(c) Learns both positive and negative attitudes from his family
(d) None of the above

61. Thoughts and ideas of the individual are termed as:
(a) Attitudes
(b) Individual differences
(c) Learning (d) Motives

62. Which of the following question is frequently raised in the conditions of learning?
(a) Which factors influence the learning process
(b) How the field of educational psychology can be widen
(c) How individual differences can be reduced
(d) All of the above

63. According to behaviorists, learning of an individual can be seen through:
(a) Inner states
(b) Observable behavior
(c) Individual differences
(d) Measurement of personality

64. Who was the founding father of classical conditioning?
(a) Thorndike (b) Skinner
(c) Pavlov (d) Vygotsky

65. The connection between stimulus and response is called:
(a) Intelligence quotient
(b) Standardized text
(c) Conditioning
(d) Curricular content

66. Which of the following is the base of learning of an individual according to the cognitive psychologists?
(a) Inner condition
(b) Observable condition
(c) Social condition
(d) Emotional condition

67. Inner faculties and intellectual processing are concerned with:
(a) Cognition (b) Personality
(c) Measurement
(d) Aptitude

68. According to cognitive psychologists, the observable behavior:
(a) Is not possible without aptitudinal change
(b) Is not possible without environmental change
(c) Not both (a) and (b)
(d) Is not possible without constant change

69. Which of the following types of investment is necessary for acquisition of the objectives of National Education Policy?
(a) Short term investment
(b) Long-term investment
(c) Mid-term investment
(d) No type of investment is needed

70. Koffka and Koehler were concerned with:
(a) Behaviourism
(b) Cognitive school of thought
(c) Progressivism
(d) Existentialism

71. Changes due to learning are:
(a) Temporary (b) Permanent
(c) Physical
(d) Psycho-dynamic

72. Learning:
(a) Gives rise to many habits
(b) Gives rise to many emotional states
(c) Gives rise to many economic abilities
(d) Gives rise to many permanent behavioural changes

73. A child can learn only:
(a) What is taught to him
(b) What does he learn at home
(c) For what he wishes to learn
(d) What he find in his environment

74. Learning enables an individual:
(a) To know the problem
(b) To comprehend and solve the problems
(c) To comprehend the problem by experience
(d) To remove the problem

75. Who put forward the theory of connectionism?
(a) Pavlov (b) Skinner
(c) Thorndike (d) Watson

76. Learning is based on:
(a) Knowledge
(b) Comprehension
(c) Understanding
(d) Practice

77. Who founded the school of psychology known as Behaviorism?

(a) Skinner (b) Thorndike
(c) Watson (d) Pavlov

78. What type of learning process?
(a) Contiguous process
(b) Process which brings about changes
(c) Process which brings about behavior modification
(d) All of the above

79. In classical conditioning, events critical to the learning occur ______ the response:
(a) Before (b) After
(c) Simultaneously with
(d) In a manner unrelated to

80. A punisher can be:
(a) The onset of an unpleasant event
(b) The removal of a positive state of affairs
(c) Any consequence that reduces the occurrence of a behavior
(d) A positive reinforcer

81. In operant conditioning, what is the relationship between events critical to learning and the response to be learned?
(a) They occur before the response
(b) They occur after the response
(c) They occur simultaneously with the response
(d) They are unrelated to the response

82. If the conditioned stimulus is presented many times without reinforcement, we can expect:
(a) An increase in stimulus generalization.
(b) The strength of the UR to increase
(c) An increase in response generalization
(d) Extinction to occur

83. A child has learned to avoid a furry, black cat. However, she still plays with her grandmother's short-haired tabby. Her response demonstrates:
(a) Negative transfer
(b) Extinction
(c) Discrimination
(d) Successive approximation

84. Punishment is most effective in suppressing behavior when it is:
(a) Immediate, consistent, and intense
(b) Delayed consistent, and mild
(c) Immediate, consistent, and mild
(d) Delayed, inconsistent, and intense.

85. The greatest degree of resistance to extinction is typically caused by a ______ schedule of reinforcement:
(a) Variable interval
(b) Variable ratio
(c) Fixed interval
(d) Fixed ratio

86. Ivan Pavlov has been credited with the initial discovery of:
(a) Operant conditioning
(b) Reinforcement
(c) Classical conditioning
(d) Vicarious conditioning

87. In Pavlov's experiments with dogs the bell (prior to conditioning) was the:
(a) Neutral stimulus
(b) Unconditioned stimulus
(c) Conditioned stimulus
(d) Unconditioned response

88. Meaningful of an act for a child means to what extent:
(a) The particular learning can be beneficial for him
(b) The particular learning can be beneficial for him in future
(c) The particular learning can be socially beneficial for him
(d) All of the above

89. In classical conditioning two ______ are associated:
(a) Punishers (b) Stimuli
(c) Responses (d) Reinforcers

90. Ivan Pavlov was a:

(a) Psychologist
(b) Physiologist
(c) Physicist (d) Psychiatrist

91. Which of the following might serve as a secondary reinforcer?
(a) Sex (b) Grades
(c) Food
(d) A pain-relieving drug

92. The process of change:
(a) Enables an individual to lead successful life
(b) Enables an individual to adjust in the society
(c) Enables an individual to develop his abilities
(d) All of the above

93. In Pavlov's experiment the dog's food powder served as a(n):
(a) Conditioned stimulus
(b) Unconditioned response
(c) Conditioned response
(d) Unconditioned stimulus

94. If Pavlov wanted to stop his dogs from salivating to the sound of a bell he would put them through ______ training:
(a) Extinction
(b) Generalization
(c) Spontaneous recovery
(d) Discrimination

95. Just the sight of Mary's sexy nightgown makes Jim aroused. Mary's nightgown serves as a(n):
(a) Unconditioned response
(b) Conditioned response
(c) Conditioned stimulus
(d) Unconditioned stimulus

96. A child who has been frightened by a dog develops a fear response to all dogs. This is known as:
(a) Stimulus discrimination
(b) Extinction
(c) Spontaneous recovery
(d) Stimulus generalization

97. Rescorla found that a neutral stimulus becomes a conditioned stimulus only if it is contingent and:
(a) Inclusive (b) Dominant
(c) Informative (d) Appropriate

98. Watson trained Little Albert to fear a white rat. In his experiment the loud noise was:
(a) Unconditioned response
(b) Conditioned stimulus
(c) Conditioned response
(d) Unconditioned stimulus

99. Edward Thorndike established the:
(a) Principle of reinforcement
(b) Law of effect
(c) Contiguity hypothesis
(d) Theory of behaviorism

100. Negative reinforcement occurs when behavior:
(a) Decreases (b) Is punished
(c) Remains the same
(d) Increases

101. By definition, ______ always reduces the probability of a response occurring again:
(a) Positive reinforcement
(b) Punishment
(c) Negative reinforcement
(d) Observation

102. The technique of using desensitization involves:
(a) Flooding the person with images of the feared stimulus
(b) Gradually exposing the person to the feared stimulus
(c) Gradually exposing the person to the feared stimulus only when they are fully relaxed
(d) Systematically increasing the stimulus intensity up to the breaking point

103. A dog that gets rewarded for the first bark it makes in each ten minute period is being reinforced on a schedule of reinforcement:
(a) Continuous
(b) Fixed interval
(c) Variable interval

(d) Fixed ratio

104. In Pavlov's experiments with dogs, food was the:
   (a) Conditioned response
   (b) Unconditioned stimulus
   (c) Conditioned stimulus
   (d) Unconditioned response

105. In ______ reinforcement, the reinforcement follows every correct response:
   (a) Intermittent (b) Partial
   (c) Negative (d) Continuous

==========

Answers

1.	(d)	2.	(a)	3.	(a)	4.	(d)	5.	(d)
6.	(b)	7.	(d)	8.	(c)	9.	(c)	10.	(a)
11.	(d)	12.	(a)	13.	(a)	14.	(a)	15.	(a)
16.	(a)	17.	(b)	18.	(a)	19.	(d)	20.	(d)
21.	(b)	22.	(c)	23.	(a)	24.	(d)	25.	(d)
26.	(d)	27.	(c)	28.	(d)	29.	(d)	30.	(d)
31.	(a)	32.	(d)	33.	(d)	34.	(d)	35.	(b)
36.	(d)	37.	(d)	38.	(a)	39.	(a)	40.	(b)
41.	(c)	42.	(a)	43.	(a)	44.	(b)	45.	(a)
46.	(d)	47.	(a)	48.	(a)	49.	(a)	50.	(d)
51.	(d)	52.	(d)	53.	(d)	54.	(a)	55.	(b)
56.	(d)	57.	(c)	58.	(b)	59.	(d)	60.	(c)
61.	(a)	62.	(a)	63.	(b)	64.	(d)	65.	(c)
66.	(a)	67.	(a)	68.	(b)	69.	(b)	70.	(b)
71.	(b)	72.	(d)	73.	(d)	74.	(b)	75.	(c)
76.	(d)	77.	(c)	78.	(d)	79.	(a)	80.	(c)
81.	(b)	82.	(d)	83.	(c)	84.	(a)	85.	(a)
86.	(c)	87.	(a)	88.	(d)	89.	(b)	90.	(b)
91.	(b)	92.	(d)	93.	(d)	94.	(a)	95.	(c)
96.	(d)	97.	(c)	98.	(d)	99.	(b)	100.	(d)
101.	(b)	102.	(c)	103.	(b)	104.	(b)	105.	(d)

==========

Early Child Education

(Study Material)

POLICY CONTEXT AND SITUATION ANALYSIS IN PAKISTAN

Current Policy and Historical Roots: Early Childhood Education (ECE) in Pakistan's public education sector can be traced back to the country's first Education Conference in November 1947. The terms of reference for the primary and secondary committee, then, included the provision of pre-primary education through a clause that the committee shall 'recommend the lines on which pre-primary education may be run and to consider the part of the Central and Provincial governments in setting up Nursery schools (TEC, 1947)'. The age bracket for early childhood mentioned in the 1947 proceedings was 3- 6 years.

The following table provides a snapshot of the history of policy development on ECE.

Timelines	Policy Development on ECE Education – A Historical View
1947	Viewing Nursery as an integral part of the mainstream education at the Education Conference 1947
1950s – 1980s	Katchi classes as a means to merely familiarize children with school setting; no education policy during the four decades made any reference to ECE
1992	Education policy proposed to mainstream Katchi classes
1998	National Education Policy charts out the need for ECE
2001-2015	National Plan of Action for EFA (2001-2015) charts out a complete plan for mainstreaming ECE in formal education system, through sensitization of stakeholders, allocation of funds, encourage private sector etc.
2002	- National ECE Curriculum was developed
2001-2004	In Education Sector Reform-Action Plan, ECE was taken up as an Innovative Program implemented across Pakistan with federal funds.
2007	National curriculum for Early childhood Education approved
2009	National Education Policy proposes for ECE to become part of the main stream education integrated in all primary schools and suggests action plans

The above table shows that an important milestone in ECE was achieved by developing ECE Curriculum in 2002, which was later revised in 2007. The curriculum document provided policy and curricular guidelines pertaining to early childhood education in Pakistan.

Since 2000, a greater emphasis on Early Childhood Education and Development has been witnessed both, in the public as well as non-governmental sector. During this period, multiple early childhood programs were developed by a number of organizations in collaboration with the public sector and independently in the form of projects; many initiatives were not sustained over a period of time. A number of projects were initiated in Sindh primarily, through NGOs and the Sindh Education Foundation (SEF) working for ECE promotion. Some significant projects, for instance, are listed below. The following table presents past project on ECE in Sindh.

Apart from the above mentioned projects, a number of projects were also initiated for the physical wellbeing of children, and for maintaining their health and nutrition. Through these projects, several government schools in different districts of Sindh benefited.

The current education policy has put significant emphasis on Early Childhood Education and as part of the EFA goals; the government is also determined to mainstream the ECE into the

education system, with an initial focus on the most vulnerable children. The National Education Policy (2009), an agreed policy by the GoS, provides the following five policy actions with reference to ECE:

Policy Actions for ECE – NEP 2009:

Policy Action -1: Improvements in quality of ECE shall be based on a concept of holistic development of the child that provides a stimulating, interactive environment, including play, rather than a focus on regimes that require rote learning and rigid achievement standards.

Policy Action -2: ECE age group shall be recognized as comprising 3 to 5 years. At least one year pre- primary education shall be provided by the State and universal access to ECE shall be ensured within the next ten years.

Policy Action 3: Provision of ECE shall be attached to primary schools which shall be provided with additional budget, teachers and assistants for this purpose.

Policy Action – 4: For ECE teachers, a two-year specialized training in dealing with young children shall be a requirement.

Policy Action -5: This training shall be on the basis of the revised ECE National Curriculum. The curriculum and support material for ECE shall take account of the cultural diversity of particular areas. (cf. NEP 2009)

In response to ECE related commitments, a number of donor agencies have also initiated some ECE specific interventions; for instance:

CHILDHOOD EDUCATION IN PAKISTAN

Early Childhood Education (ECE) is a branch of education theory which relates to the teaching of young children (formally and informally) up till the age of about eight years.

Its time of remarkable brain growth, these years lay the foundation for subsequent learning and development.

People in the 6th largest country of the world are unable to get the basic education.

Various researches have proved that first few years of life are particularly important for the development of the child.

Development of all domains and learning occur faster in these years than that of any other part of the life.

The main challenging to the implementation of ECE in Pakistan is that the negative impact of limited access to education and its poor quality is disproportionately born by poor and marginalised children as well as families surviving in poverty tend to focus on keeping fed; rather than education.

Other developmental domains such as psycho-social, emotional and physical skill are mostly neglected.

Same as, early years are significantly important for cognitive abilities and the development of the brain capacity of a child as well.

Pre-school and child care centers play very important role in promoting the social and intellectual development of children.

Moreover, through early childhood education child can easily develop his interpersonal skills through his interaction and the particular environment.

The most striking feature of Pakistan's primary education system is its inherent inequalities.

The ratio of gender discrimination is a cause which is projecting the primary school ratio of boys & girls which is 10:4 respectively.

For the last few years there has been an increase in the growth of private schools that not only harms the quality of education but creates a gap among haves and have-not.

The educational system of Pakistan is based on unequal lines.

Medium of education is different in both, public and private sectors.

This creates a sort of disparity among people, dividing them into two segments.

One division is on the basis of English-medium language while the other is Urdu-medium language.

With a net primary enrolment rate of 57pc, there are an estimates 7 millions primary aged children are out-of school, mostly due to non–existence of school (as some live in remote or far-flung area), absence of teacher and/or learning material or other reasons of the children who do not attend school, given that most (63pc) of the population living in rural area in relatively modest condition, but do not obtained quality education.

As a result of statistical analysis overall in Pakistan still over 27 million children out of school, pre-primary age group (3-5 years) 50pc children of Punjab out of the school, in Balochistan the ratio of out of school children is 78pc, in Sindh 61pc, in KP 65pc children are still out of school.

Overall literacy rate of Pakistan is 54pc in which 66.

25pc male and 41.

74pc are female.

According the report of UNESCO in 2014, Pakistan has the second highest (after Nigeria) population of out-of-school children in the world, with almost five and half million school-aged children not accessing to school and 72pc of school-aged children enroll in school.

This is an improvement compared to two decades ago, when only 58pc of children enrolled in school.

One of key goals of the Education For All deceleration is for countries to achieve a primary enrollment target of at least 95pc by 2015.

While Pakistan is rated as very far from target (with an enrollment rate below 80pc), it is also rated as having relatively strong progress over the last two decades.

(UNESCO, 2014)

Research has shown that if the healthy environment is provided to the children, they can learn at faster pace.

Teachers play important role in the whole process.

They must be familiarise and should have sound qualification to fulfill learning needs of children.

If teachers are familiarised with the principles of love, kindness and care, they can easily teach students at primary level with the help of different pedagogies.

However, professionally more trained people can educate the people to build a good nation.

The allocation of funds for education is very low.

It is only 1.

5 to 2.

0 percent of the total GDP.

It should be around 7pc of the total GDP.

We should follow the example of Malaysian government which earmarks about 35 percent of its GDP to education sector.

We need to push for greater public investment in education in Pakistan.

Objectives: The objectives of this model are to:

Learn about factors affecting growth and development of child.
Understand the different teaching methodologies.
Enhance the knowledge of participants about ECE.
To develop curriculum and ECE educational material.
To enhance the knowledge about daily diary and daily routine.

Training Content:

Inaugural Session
Child Growth and Development
Learning Process
Development and learning aspects
Educational Literature
Classroom Management
Daily routines

Methodology: It includes group work, individual work, presentations, role plays, puppet presentation, lectures, demonstrations etc.

Training Duration:

09 days.

Achievements: Overall 68 trainings have been conducted in this model and 909 community teachers have been trained in these trainings. A total of 298 trainings have been conducted for Government teachers and total of 1580 Government teachers have been trained.

===========

Early Child Education – MCQs

Write the correct answer:

1. What is philosophy and values in 'Early Child Education'?
   (a) Every child should have the opportunity to grow up in a setting that values children
   (b) That provides conditions for a state and secure environment and that respects diversity
   (c) Because children are both the present and the future of every nation
   (d) They have needs, rights, and intrinsic worth that must be recognized and supported
   (e)✓ All of the above

2. Central to the values of the curriculum to which the Government of Pakistan is signatory, is the Convention on the Rights of the Child (CRC). A core value of the CRC is the human dignity of the child. Related to this basic value, the convention consists of the following overall principles are:
   (a) Non-discrimination
   (b) The child's best interest
   (c) The child's right to life and full development
   (d) The child's views given due weight
   (e)✓ All of the above

3. 'EFA': A National Commitment is:
   (a) Advancing research on education and human development highlights the crucial nature of the early years and its implication for a healthy and peaceful life at later stages.
   (b) The world recognized the importance and need for ECE (Early Childhood Education) by endorsing 'expansion and improvement of comprehensive early childhood care and education
   (c)✓ (a) & (b) (d) None of these

4. The Education for All declaration and subsequent reiteration at World

Education Conferences has brought ECE in to the main policy discourse of more than ______ countries:
   (a) 160 (b)✓ 180
   (c) 120 (d) 100

5. Education for All (EFA) is an international commitment which was launched at the World Education Conference held in Jomtien, Thailand in ______, to bring the benefits of education to "every citizen in every society".
   (a) 1988 (b) 1989
   (c)✓ 1990 (d) 1991

6. What are the 'EFA' goals?
   (a) Expand and improve comprehensive early childhood care and education
   (b) Ensure that by 2015 all children, particularly girls, in difficult circumstances and those belonging to ethnic minorities, have access to and complete, free and compulsory primary education of good quality
   (c) Ensure that the learning needs of all young people and adults are met through equitable access to appropriate learning and life-skills programmes
   (d) Achieve a 50 per cent improvement in levels of adult literacy by 2015
   (e) Improve all aspects of the quality of education and ensure excellence of all, so that recognized and measurable learning outcome are achieved by all
   (f)✓ All of the above

7. Pakistan developed its own EFA 'National Plan of Action' (NPA) in ______
   (a) 2000 (b)✓ 2001
   (c) 2002 (d) 2003

8. What is the quality 'ECE' programme?
   (a) The environment provided is secure and enabling
   (b) A partnership between home and school is valued
   (c) Adult are interested in them and the interaction between them is positive
   (d) They are respected, a positive self image and high self esteem are fostered
   (e) They are given opportunities to make choice and decisions which develop their confidence, helping them to take responsibility for their own learning
   (f) Activities are planned to match their own peace, and are varied, with periods of activity and quiet reflection
   (g) The experiences offered are relevant to their immediate interests and match their individual needs
   (h) The programme is holistic with an established daily routine and is not compartmentalized
   (i)✓ All of the above

9. Holistic Development through early learning is:
   (a) Physical development
   (b) Social and moral development
   (c) Emotional development
   (d) Language development
   (e) Cognitive development
   (f)✓ All of the above

10. Physical Development means:
   (a) Involves the way children use their muscles, both large and small
   (b) The large muscles are used for activities such as walking, jumping and lifting large objects

(c) The small muscles are used for fine motor activities such as threading beads, writing, drawing, cleaning rice and working with small objects
(d)✓ All of the above

11. 'Social and Moral Development' means:
(a) It refers to those processes where children development relationships with their culture
(b) With people around them and with the environment in general
(c)✓ (a) & (b) (d) None of these

12. In Early Child Education the term "Emotional Development" means:
(a) It refers to the development of a child's capacity to experience
(b) It manage and express a full manage of positive and negative emotions
(c)✓ (a) & (b) (d) None of these

13. Cognitive Development means:
(a) It refers to the development of mental processes and capabilities
(b) It focuses on how children learn and process information
(c) It is the development of the thinking and organizing systems of the mind
(d) It involves language, imagining, thinking, exploring, reasoning, problem solving, developing and rejecting ideas and concepts, memory, expression through multiple media and experimenting and applying what they learn
(e)✓ All of the above

14. The aims of education:
(a) Seekers of truth and knowledge who can apply both for the progress of society

(b) Creative, constructive, communicative, and reflective individuals
(c) Disciplined, productive, moderate and enlightened citizens
(d) Capable of effectively participating in the highly competitive global
(e)✓ All of the above

15. Sound cognitive development enhances critical thinking and creativity in human beings. It is ______
(a) Social and moral development
(b) Emotional development
(c) Language development
(d)✓ Cognitive development

16. A quality Early Childhood Education environment provides:
(a) Learning opportunities
(b) Think and imagine
(c) Question and experiment as they develop the ability to create novel ideas and solutions
(d)✓ All of the above

17. What are the principles carry important implications for Early Childhood Education for practice:
(a) The whole child is important
(b) Social, emotional, physical, cognitive and moral development are interrelated
(c) Learning holistic and for the young child is not compartmentalized under subject heading
(d)✓ All of the above

18. What is the importance of Intrinsic Motivation'?
(a)✓ It is valuable because it results in child-initiated learning
(b) Social and emotional enhancement
(c) (a) & (b) (d) None of these

19. What is meant by the 'child's sense of dignity'?
(a)✓ It provides autonomy and self-discipline
(b) It is necessary for sportsmanship
(c) (a) & (b) (d) None of these

20. Which is not the principle with regard to the implication for Early Child Education practice?
(a) In the early years, children learn best through active learning that is learning by doing
(b) The adults and children to whom the child relates are of central importance
(c) The child's education is seen as an interaction between the child and the environment
(d)✓ To study the philosophy

21. What are aims of national Early Child Education Curriculum?
(a) Provide for the holistic development of the child, which includes physical, social, emotional, cognitive and moral development
(b) Develop critical thinking skills
(c) Nurture tolerance and respect for diversity
(d) Nurture in children, a sense of identity and pride in being Pakistani
(e) Provide knowledge and understanding of Islam and Islamic society
(f) Develop an understanding and respect for the beliefs and practices of all other religions
(g)✓ All of the above

22. Which is not the aim of national early child education curriculum?
(a) Create in children, a sense of citizenship in community, country and the world
(b) Foster a sense of independence, self-reliance and a positive self-image
(c) Equip the child with life-long learning skills
(d) Provide opportunities for active learning
(e) Provide opportunities for self-initiated play and decision making
(f)✓ To provide the facility of foreign study education
(g) None of these

23. What are the principles of 'Personal and Social Development' with regard to the early child education?
(a) Children will develop an understanding of their likes, dislikes, strengths and emotions
(b) Children will be willing to share and work in collaboration with their peers, teachers, family and neighbours
(c) Children will develop an appreciation for the diversity of people around them
(d) Children will be aware of their own religion and basic religious values and practices
(e)✓ All of the above

24. What are the principles of 'Language and Literacy' with regard to the Early Child Education?
(a) Children will engage in conversation with others and talk confidently about matters of immediate and personal interest
(b) Children will describe objects, events and their plans for the day
(c) Children will enjoy listening to stories and poems and make up their own stories and rhymes
(d) Children will enjoy books and handle them carefully
(e)✓ All of the above

25. What are the principles of 'Basic Mathematical concepts' with reference to the Early Child Education?
   (a) Children will demonstrate an understanding of the different attributes of objects, such as, colour, size, weight and texture, and match, sequence and classify objects based on one/two attributes.
   (b) Children will develop a basic understanding of quantity counting from 0 – 9 and of simple number operations
   (c) Children will recognize basic geometrical shapes and the position of objects in relations with each other
   (d) Children will develop an understanding of measurement
   (e)✓ All of the above

26. Identify the 'Key Learning Areas' of Early Child Education:
   (a) Personal & social Development
   (b) Language and Literacy
   (c) Basic Mathematical concept
   (d)✓ All of the above

27. Which is not the key learning area of Early Child Education?
   (a) The world around us
   (b) Health Hygiene and safety
   (c) Creative arts
   (d)✓ Literary activities

28. What are the features of key learning areas "the world around us" with reference to the Early Child Education?
   (a) Children will develop an understanding of how families are important
   (b) Children will develop an understanding of the people and places around them
   (c) Children will recognize plants and animals in their surrounding area and explore their basic features and habits
   (d)✓ All of the above

29. What are the features of key learning areas "Health Hygiene and Safety" with reference to the Early Child Education?
   (a) Children will develop a sense of balance, agility and coordination
   (b) Children will have increased hand-eye coordination and the ability to handle tools and materials effectively
   (c) Children will develop and understanding of the importance of safe, hygienic practices
   (d)✓ All of the above

30. What are the features of key learning areas "Creative Arts" with reference to the Early Child Education?
   (a) Children will express themselves through the use of drawing and colours
   (b) Children will work with a variety of low cost and waste material to create craft projects of their choice
   (c) Children will experiment with a variety of materials to depict their observations and imagination in the form of models/sculptures
   (d)✓ All of the above

31. Mention the key areas of Early Child Education:
   (a) The world around us
   (b) Health hygiene and society
   (c) Creative arts
   (d)✓ All of the above

32. Personal and social development focus on children learning how to work:
   (a) Play
   (b) Cooperate with others
   (c) Function in a group beyond the family
   (d)✓ All of the above

33. The outcomes for the Pre-primary/Nursery/Katchi grade are termed ______
   (a)✓ Excepted (b) Stage – I
   (c) Stage – II (d) None of these

34. By the end of the year children will begin to develop the attitudes, knowledge and skills to:
   (a) Share what they like about themselves and what they like about a friend
   (b) Identify different occasions when they feel happy, sad, loved, angry, excited.
   (c) Choose an activity/work that they enjoy doing the most in class
   (d) Express their likes and dislikes and talk about their strengths/what they are good at doing
   (e)✓ All of the above

35. Children will be willing to share and work in collaboration with their peers, teachers, family and neighbours:
   (a) Show an understanding for the feelings of their peers
   (b) Cooperate with peers, teachers and community members
   (c) Work and share materials amicably in groups
   (d)✓ All of the above

36. Teachers can facilitate learning in the how many ways:
   (a) Ask "why" questions so that children can think about their responses.
   (b) Be patient with children so that they have adequate time to think and then respond. They should never be rushed into answering
   (c)✓ (a) & (b)
   (d) None of these

37. By which teachers help the learning process in early child education:
   (a) Encourage children to help each other in carrying out small tasks, like handling and using class materials such as, books, blocks and beads
   (b) Help children to work and play amicably by being friendly and respectful towards each other
   (c) Help children take turns during classroom discussions, and be attentive when peers or teachers are sharing their views and experiences.
   (d) Be available to support children resolve conflicts, using a problem solving approach
   (e)✓ All of the above

38. What are the minors for improving and developing the attitudes, knowledge and skills in the process of ECE?
   (a) Cooperate with and be sensitive to, peers, elders, and neighbours who may have learning or physical disabilities.
   (b) Respect the feelings and views of others
   (c)✓ (a) & (b) (d) None of these

39. By which way children will begin to develop the attitudes with regard to the learning process of ECE?
   (a) Know that religion of most people of Pakistan is Islam
   (b) Know that other religions exist and people belonging to other religions also live in Pakistan
   (c) Name their own religion
   (d) Know that love, care, peace and respect for others are common values across religions.
   (e)✓ All of the above

40. Muslim children will:
   (a) Know Allah is the sole Creator and Prophet Muhammad

(SAWS) is His last and most beloved Prophet

(b) Know that Islam stands for peace and harmony

(c) Recite the first Kalma

(d) Recite small duas and know why they should be recited

(e)✓ All of the above

41. In Early Child Education children will manage the thing:

(a) Manage small tasks leading to self reliance

(b) Take care of their own belongings and put classroom materials back in the right place after use

(c) Identify and implement small tasks leading to a sense of responsibility for school and public property

(d) Recognise that water, food, electricity and paper are very important, useful resources, that have to be used responsibly

(e)✓ All of the above

42. How can teachers can facilitate in the learning process:

(a) Encourage a sense of care and responsibility in children, turning pages of books with care; helping in setting the snacks carefully, returning materials to the designated place after use

(b) Stand back and let them resolve little problems independently, until they ask for help. Encourage them to help other children and adults in the classroom and neighbourhood

(c)✓ (a) & (b) (d) None of these

43. How can teachers talk about the cultural aspect to the children?

(a) Talk about the cultural aspects of their lives, such as, clothing, lifestyle, food, traditions and customs

(b) Talk about the spaces in their culture for sharing family and community gatherings

(c) Narrate stories heard from elders

(d) Play local games

(e) Develop basic knowledge about Pakistani culture, (i.e. know about the national game, flower, folk dances, etc.)

(f)✓ All of the above

44. Children will engage in conversation with others and talk confidently about matters of immediate and personal interest:

(a) Listen attentively in small and large groups, as peers and teachers share their news about everyday events and special occasions

(b) Talk about their experiences and feelings with peers and adults

(c) Show respect for a variety of ideas and beliefs by listening and responding appropriately

(d) Wait for their turn to speak and not interrupt when others are talking

(e) Respond to and verbally express a range of feelings, such as, joy or sorrow, wonder and anger

(f) Initiate conversation with peers and adults

(g) Understand and follow instructions

(h) Use correct pronunciation

(i) Draw on words from an enhanced vocabulary

(j)✓ All of the above

45. Children will describe objects, events and their plans for the day:

(a) Name things in their environment

(b) Describe and talk about pictures

(c) Share their plans for the day

(d) Express their ideas with clarity

(e) Extend their ideas or accounts by providing some detail about their topic

(f)✓ All of the above

46. What are the major features with the regard to enjoy listening to stories and poems in process of Early Child Education?

(a) Respond to stories, songs and rhymes by joining in verbally or with actions as appropriate

(b) Recognize and differentiate between sounds in the environment

(c) Appreciate the concept of word rhythms and syllables

(d)✓ All of the above

47. Children will enjoy books and handle them carefully:

(a) Enjoy looking through books

(b) Hold, open and turn pages of a book with care

(c) Predict what comes next in stories

(d) Repeat simple repetitive sequences in traditional and popular children's stories

(e) Tell a simple story by looking at pictures

(f) Retell a favourite story in correct sequence

(g)✓ All of the above

48. Children will understand how books are organized:

(a) Differentiate between the parts of a book

(b) Know that some books tell stories and others give information

(c) Know that Urdu is read from right to left and top to bottom

(d) Know that English is read from left to right and top to bottom

(e)✓ All of the above

49. Children will recognise familiar words in simple texts:

(a) Understand that words and pictures carry meaning

(b) Identify and name the characters in a story

(c) Recognize their names in print.

(d) Begin to recognize letters of the alphabet

(e) Identify right words that are meaningful for them.

(f)✓ All of the above

50. What are the principles of writing in the process of Early Child Education?

(a) Make marks and scribble to communicate meaning

(b) Draw pictures to communicate meaning

(c) Hold a pencil correctly

(d) Colour a simple picture keeping within a designated space

(e)✓ All of the above

51. Children will demonstrate an understanding of the different attributes of objects:

(a) Color (b) Size

(c) Weight

(d) Texture and Match

(e)✓ All of the above

52. Teachers taught to differentiate between:

(a) The size and weight

(b) Length and width

(c) Texture of objects

(d)✓ All of the above

53 Teachers focuses on enhancing children's thinking skills through:

(a) Pattern identification

(b) Building relationship

(c)✓ (a) & (b) (d) None of these

54. For understandings regarding the use of concrete material teachers uses:

(a) Beads and blocks

(b) Buttons

(c)✓ (a) & (b) (d) None of these

55. By which way teachers will develop a basic understanding of quantity in the process of ECE?
   (a) Differentiate between some and all from a given set of objects, and understand that some is less than all
   (b) Understand one to one correspondence
   (c) Count correctly from 1-9
   (d) Use numbers to represent quantities in daily life interaction
   (e) Compare quantities of objects in different sets and describe which sets are equal, which have more objects, and which have less objects that another
   (f)✓ All of the above
56. Use of mathematical language in the process of ECE:
   (a) Use the concept of addition in their daily lives
   (b) Identify the sign of subtraction
   (c)✓ (a) & (b) (d) None of these
57. Children will recognize basic geometrical shapes:
   (a) Recognise, name and draw two dimensional shapes, such as, circle, oval, square, rectangle, triangle
   (b) Identify the shapes in their environment
   (c) Draw objects of their own choice using various shapes
   (d) Understand and describe the position and order of objects using position words, such as, in front of, behind, up, down, under, inside, outside, between and next to
   (e)✓ All of the above
58. The concept of measurement developed in the process of "Early Child Education" by:
   (a) Describe and compare objects using length, weight and temperature as measurement attributes
   (b) Observe various objects and estimate their weight and length
   (c) Verify their estimations using simple tools
   (d) Understand informal time units and know that clocks and calendars mark the passage of time
   (e) Sequence events in time and anticipate events
   (f)✓ All of the above
59. By which way teachers taught about the time, days, months etc.
   (a) By using a calendar
   (b) By using clock
   (c)✓ (a) & (b) (d) None of these
60. Children will develop an understanding of how families are important:
   (a) Talk about their family members and each one's role and importance to the well-being of the family
   (b) Collect information about their family members
   (c) Identify various ways of showing love and respect for family members
   (d)✓ All of the above
61. Children will develop an understanding of the people and places around them:
   (a) Talk about various community members and explore their roles
   (b) Recognise places such as, a library, clinic, cyber café, airport, train station, and talk about their purpose and importance
   (c) Talk about food, water and clothes. Discuss where they come from, who brings them to markets and homes and how they get there
   (d)✓ All of the above

62. Children will recognize the plants and animals in their environment and explore their basic features and habitat:
   (a) Recognise animals and explore their basic features
   (b) Compare a variety of animals to identify similarities and difference and to sort them into groups, using their own criteria
   (c) Recognise plants and explore their basic features
   (d) Talk about the significance of animals and plants for human beings
   (e) Explain how to take care of animals and plants
   (f)✓ All of the above
63. Children will observe the weather and develop an understanding of the seasons and their significance to people:
   (a) Observe and describe daily weather conditions
   (b) Record daily weather condition on a weather chart using symbols
   (c) Describe key features of different seasons, based on observations and experiences
   (d) Explore and discuss how the changing seasons affect our food, clothes and lifestyles
   (e)✓ All of the above
64. Children will develop a caring attitude towards the environment:
   (a) Understand the need for clean air and how to prevent air pollution
   (b) Understand the uses of water and the need to conserve
   (c) Identify pleasant and unpleasant sound leading to an awareness of noise pollution
   (d) Discuss and implement the careful use of resources/materials in everyday life.
   (e) Explore alternate uses of waste material
   (f)✓ All of the above
65. Children will develop a sense of balance, agility and coordination:
   (a) Move in a range of ways, such as, running, jumping, skipping, sliding and hopping
   (b) Refine and improve their movements as they repeat actions
   (c) Do physical exercises, such as stretching, bending and other drills
   (d) Show respect for other children's personal space when playing
   (e) Explore a variety of ways to represent ideas through actions and movements
   (f)✓ All of the above
66. Children will have increased hand-eye coordination and the ability to handle tools and materials effectively:
   (a) Use a range of child-appropriate tools with increasing control and confidence
   (b) Handle malleable materials safely with increasing control
   (c) Show increasing control over fastening of clothes and utility items
   (d)✓ All of the above
67. Children will develop an understanding of the importance of safe, hygienic practices:
   (a) Demonstrate an awareness of healthy lifestyle practices

(b) Recognise and follow basic safety rules
(c) Identify and seek adult help if feeling unwell, hurt, unhappy or uncomfortable
(d) Take care of their personal hygiene
(e) Identify healthy and unhealthy food
(f) Identify people in the community who care for health needs
(g)✓ All of the above

68. Children will express themselves through the use of drawing and colours:
(a) Hold crayons correctly
(b) Recognize and use a variety of media and colours to express their imagination and observations
(c) Recognize colours and use them to express their thoughts and feelings
(d)✓ All of the above

69. Children will work with a variety of low cost and waste material to create [illegible] projects of their choice.
(a) Share ideas for creating various objects from waste material.
(b) Create objects of their own choice using a variety of waste materials collected from their immediate surroundings
(c) Use various art techniques, such as, drawing, colouring, collage or printing to create their craft work.
(d) Talk about the process of constructing their craft project, giving reasons for their choice of materials
(e)✓ All of the above

70. Children will experiment with a variety of materials to represent their observations and imagination, in the form of models/sculptures:
(a) Feel comfortable and enjoy engaging with clay, papier mache and other available modeling materials
(b) Create various sculptures/models
(c) Colour or decorate their models if they choose to do so
(d)✓ All of the above

71. Children will learn the skills for collage work and printing and use these in a variety of ways to create their own art pieces and patterns:
(a) Identify a variety of material for collage making
(b) Make personal choice from the available material for creating their own collage
(c) Create their collage by pasting materials of their own choice
(d)✓ All of the above

72. Children will observe, practice and explore various techniques of folding, cutting, tearing and weaving paper to make objects and patterns.
(a) Fold paper in a variety of ways
(b) Observe adults and practice using various techniques of paper cutting and paper folding to make simple objects and designs.
(c) Explore various ways to make different objects by folding and cutting paper
(d)✓ All of the above

73. Children will listen to, identify and appreciate a variety of sound patterns, rhythms and rhymes as a form of expression:
(a) Listen to and identify sounds and rhythms in their surroundings
(b) Experiment with different sound producing objects and observe

the differences in the sounds produced by them
(c) Produce sound patterns/rhythms by counting out beats
(d) Participate in teacher guided action poems
(e) Recite poems, folk songs, national songs in chorus and solo
(f)✓ All of the above

74. Children will participate with increasing confidence in a variety of dramatic play activities to express themselves:
(a) Explore and enact a variety of roles
(b) Imitate the movements they observe in nature, and of various modes of transport
(c) Dramatize stories, poems and folk tales individually, and in groups
(d) Enact daily experiences and fantasy while working/playing cooperatively with other children
(e)✓ All of the above

75. Learning Environment for 'Early Child Education" means:
(a) An ECE environment is a whole formed by physical, psychological and social elements
(b) It includes the built facilities, the immediate neighbourhood, and psychological and social setting and also the materials and equipment
(c) A 'rich' and flexible environment is conductive to learning and attracts interest and curiosity in children and encourages them to experiment, act and express themselves
(d)✓ All of the above

76. 'Early Child Education' environment is a whole formed by:
(a) Physical (b) Psychological
(c) Social elements
(d)✓ All of the above

77. Creating learning Corners (Goshay) means:
(a) Young children look for causal links in their experiences
(b) What happens when they pile up 20 blocks on top of each other
(c) What happens when they drop a pencil into a tub of water
(d) What happens when they move a pencil or crayon on a flat surface
(e) Such as a wall or slate or paper
(f) They need opportunities to explore these situations and come to their own conclusions
(g)✓ All of the above

78. Working in different corners helps develop children's ability to:
(a) Take initiative, make choices and decisions about what they are going to do (i.e. plan) and how they are going to do it.
(b) Complete self-chosen tasks and review their plans
(c) Question, experiment, discover and make sense of the world around them.
(d) Work, share and cooperate with other children, thereby developing their social skills
(e) Work independently towards mastery of different skills
(f) Conform and adhere to classroom rules
(g) Reason and express themselves in a wide range of naturally occurring situations, thereby building their self confidence
(h)✓ All of the above

79. Learning corners can be set up at any given time:
(a) Language Corner
(b) Library Corner
(c) Art Corner
(d) Math Corner
(e) Science Corner
(f) Home Corner
(g)✓ All of the above

80. Language Corner means:
  (a)✓ This corner should be equipped with material related to increasing vocabulary and learning reading skills
  (b) This corner should be set up to promote the reading habit and to learn how to care for and value books
  (c) This corner provides children with opportunities for creative expression
  (d) None of these
81. Library Corner means:
  (a) This corner should be equipped with material related to increasing vocabulary and learning reading skills
  (b)✓ This corner should be set up to promote the reading habit and to learn how to care for and value books
  (c) This corner provides children with opportunities for creative expression
  (d) None of these
82. Art Corner means:
  (a) This corner should be equipped with material related to increasing vocabulary and learning reading skills
  (b) This corner should be set up to promote the reading habit and to learn how to care for and value books
  (c)✓ This corner provides children with opportunities for creative expression
  (d) None of these
83. Math Corner means:
  (a)✓ Appropriate material for the Math Corner includes objects that will help children grasp basic math concepts of size, shape, width, classification and number, through direct experimentation
  (b) This corner should be set up to promote the reading habit and to learn how to care for and value books
  (c) This corner provides children with opportunities for creative expression
  (d) None of these
84. Science Corner means:
  (a) This corner should be equipped with material related to increasing vocabulary and learning reading skills
  (b)✓ This corner should provide children with opportunities for observation and experimentation in order to understand the world around them
  (c) This corner provides children with opportunities for creative expression
  (d) None of these
85. Home Corner means:
  (a) Should reflect the cultural background of the children where various kitchen utensils, clothes, small furniture and dolls can be provided.
  (b) From a kitchen it can be later transformed into a shop, office or a doctor's clinic
  (c)✓ (a) & (b) (d) None of these
86. The teacher's tasks become more focused and relatively easier to follow if a consistent routine is established, and children also get used to working in an organised and methodical way. A daily routine is important because it:
  (a) Makes children feel secure when they know what to expect
  (b) Creates an organised environment that is conducive to the learning process
  (c) Helps children learn about sequencing
  (d) Helps children understand the concept of the passage of time
  (e) Helps teachers organise themselves

  (f) Helps children realize that an activity has to be completed within a set time-frame
  (g)✓ All of the above
87. A sample daily routine for early child education consists upon:
  (a) Dua/National Anthem
  (b) Greeting circle
  (c) Group work time
  (d) Outside time
  (e) Snack time
  (f)✓ All of the above
88. What is the working plan with regard to Early Child Education?
  (a) Planning time
  (b) Work/Gosha time
  (c) Clean-up time
  (d) Review time
  (e) Story and Rhyme time
  (f)✓ All of the above
89. Which are the methods of assessment and record keeping are strongly recommended for Early Child Education?
  (a) Checklist of children's progress
  (b) Portfolio of children's work
  (c) Progress report for parents
  (d)✓ All of the above
90. In Early Child Education teachers need to possess comprehensive knowledge and understanding about the:
  (a) Knowledge and understanding of child development from zero to eight
  (b) Theories of learning and methods of teaching
  (c) Family structures and the role of parents, families and communities in shaping children's development
  (d) Knowledge and understanding of active learning and the value of play
  (e)✓ All of the above
91. What types of skills teachers need to function effectively as early childhood teachers?
  (a) Pedagogical skills to facilitate the learning process of young children
  (b) To engaged them in group work
  (c) Organising discussions and a variety of play activities
  (d)✓ All of the above
92. 'Early Childhood Development and Relationship Building' requires:
  (a) Building healthy, positive relationships with children
  (b) The importance of nurturing pro-social behaviour among siblings and peers
  (c) Understanding the underlying causes of problem behaviour
  (d) Under standing the reasons for social conflict in the classroom and learning conflict resolution strategies
  (e)✓ All of the above
93. Key feature of the 'National Curriculum Early Child Education' for:
  (a) The philosophy and objectives
  (b) The importance of play in children's learning
  (c) Key learning areas and their importance
  (d) Expected Learning Outcomes (ELOs) and their importance
  (e) Using the ELOs as guideposts for designing classroom activities
  (f)✓ All of the above
94. Active Learning Approach for:
  (a) Its importance and how it is different from traditional approaches to learning in schools
  (b) Dealing with diversity in the class; concepts of learning styles, learning differences and multiple intelligences
  (c) Ways of creating an inclusive ECE class
  (d)✓ All of the above

95. Learning Activities: It is suggested that under this theme various learning activities are given for classroom use:
(a) Learning activities should be arranged according to the learning areas, so that teachers can use them early to link with various Expected Learning Outcomes
(b) Besides suggesting activities under various learning areas, teachers should be given an understanding of how to design integrated lessons
(c)✓ (a) & (b) (d) None of these

96. The essential aspects of the learning environment for:
(a) The term 'Learning Environment' and what constitutes the learning environment in an ECE classroom, including the physical, social and emotional environments
(b) Key features of an ECE classroom and its physical features, such as, cleanliness, light, ventilation, seating, kinds of material needed, placement of materials, accessibility of materials by children and safety aspects in the classroom
(c) Creating learning corners (Goshay)
(d) Classroom displays
(e) Daily routine
(f) Classroom management checklist
(g)✓ All of the above

97. Assessment and evaluation for:
(a) Focus assessment
(b) Observation as a tool for assessment
(c) Use of checklists for assessment
(d) Portfolio of children's work
(e) Progress report for parents
(f)✓ All of the above

99. What is importance of planning for "Early Child Education"?
(a) The importance of planning before a lesson
(b) Planning schedules; yearly, quarterly, monthly, daily
(c) Characteristics of a good planning process and planning document
(d) Planning a day for young learners
(e) Elements of flexibility and adaptation in the plan to cater to the needs, interest and moods of children
(f) All of the above

100. Development of the Teacher's Guide for:
(a) Planning (b) Developing
(c) Piloting (d) Editing
(e) Publishing
(f)✓ All of the above

101. The Essentials for developing a teacher educator's guide for:
(a) Young children need very skilful and caring facilitation from adults in order to explore their environment and build and understanding of it.
(b) An adult, who understands children's potential and possesses an ability to develop trustful relationships with them
(c) Can create an environment conducive to nurturing children's innate potential
(d) At schools, teachers need to have an understanding of the ECE curriculum besides having a loving and caring attitude
(e)✓ All of the above

102. It is crucial that the developers of the Teacher Educators' Guide carefully read and understanding:
(a) The National curriculum for Early Childhood Education
(b) The Teachers' Guide Book
(c) Sections II – VI of the chapter titled, Essentials foe Developing a Teachers' Guide, in this document

(d)✓ All of the above

103. Teacher educators need to possess comprehensive knowledge and understanding about the:
(a) Theories of child Development from zero – eight
(b) Theories and methods of child learning and development
(c) Theories and methods of adult learning, support and development
(d) The National Curriculum for Early Childhood Education, and ECE Teachers' Guides
(e) The role of parents, families and communities in nurturing children
(f) Assessment of teacher learning
(g)✓ All of the above

104. Teacher educators must realize the importance of building report:
(a) A close and harmonious relationship with teachers and groups of teachers, and show
(b) Understanding of their background and current needs.
(c)✓ (a) & (b) (d) None of these

105. They need to ensure that their interaction with teachers demonstrates:
(a) Respect for the knowledge, skills, experience and individual potential possessed by each teacher
(b) Consideration, respect and empathy towards all teachers
(c) Patience while interacting with teachers and responding to their questions, requests, concerns, ideas, and feedback.
(d) Willingness to engage self in a continuous process of learning
(e)✓ All of the above

106. National curriculum for Early Childhood Education, 2002 was revised in ______
(a) 2006 (b)✓ 2007
(c) 2008 (d) 2015

107. What is meant by the term 'Early Child Education' (ECE)?
(a) It is an early years' education programme, committed to developing and supporting early childhood professionals.
(b) It is an academically rigorous programme for early child education
(c)✓ (a) & (b)
(d) None of these

108. In ______, there is a great need for professional early years' teachers. At present, the only validated ECE programmes are based on the Montessori approach to ECE.
(a)✓ Pakistan (b) UK
(c) USA (d) None of these

109. What are the learning outcomes with respect to the Early Child Education in Pakistan?
(a) Knowledge of the history and philosophy of ECE, and its importance in the East and West
(b) Knowledge and understanding of child development from zero to eight
(c) Knowledge and understanding of family structures in a changing environment
(d) Knowledge and understanding of different curricular approaches to ECE
(e) Knowledge and understanding of active learning and the importance of play
(f)✓ All of the above

110. Mention the major feature of early child education in Pakistan:
(a) Knowledge of and the ability to promote pro-social behaviour
(b) Understanding of the Philosophy Statements and Statement of Objectives, in the National ECE Curriculum (2007), Ministry of Education, Government of Pakistan
(c) Knowledge and analytical skills [illegible]uired for observation, record

keeping and assessment of the learning environment, group dynamics, individual children and own performance
(d) Knowledge, skills and ability to carry out on-going action research
(e) The ability to plan and organise an inclusive, active learning environment
(f) The ability to plan and implement developmentally appropriate programmes that meet the needs and interests of children
(h) Practical experiences in early childhood environments that demonstrate the application of theory to practice
(i)✓ All of the above

111. Pakistan is among those developing countries, where progress in the field of education is quite ______.
(a) Rapid (b)✓ Slow
(c) Steadily (d) None of these

112. Usually early years of learning ______ years are consumed at home without planned educational activities and children's potentials are not nurtured in a proper way:
(a)✓ Three of five
(b) Six of eight
(c) Eight of ten
(d) None of these

113. What are the major objectives of the 'Early Child Education'?
(a) To evaluate early childhood education in Pakistan against a set of predetermined parameters.
(b) To study the difference in the attitude towards young girls and young boys (3-5 years) in family, school and society.
(c)✓ (a) & (b) (d) None of these

114. Robert Stake's Countenance Model was adopted to document and report the findings in ______ form:
(a)✓ Qualitative (b) Quantative
(c) (a) & (b) (d) None of these

115. Early childhood Education should be part of ______ development of Pakistan:
(a) Social (b)✓ Education
(c) Economic (d) None of these

116. By which way Early Child Education Programme in urban and rural areas of Pakistan can be developed:
(a) With the Government support
(b) Active community participation
(c)✓ (a) & (b) (d) None of these

117. What is the full name of 'EFA'?
(a)✓ Education for All
(b) Effective and Fast Activities
(c) Economic Forum for Asia
(d) None of these

118. 'EFA' declaration in which year passed at Dakar Conference?
(a) 1990 (b) 1995
(c)✓ 2000 (d) 2002

119. The 'Sensorimotor Stage correlate to:
(a)✓ Birth – 18 months / 2 years
(b) Preoperational stage (2 – 7 years)
(c) Concrete operational stage (7 – 11 years)
(d) Formal operational stage (11 years and beyond)
(e) None of these

120. Materials for mixing and painting consist upon:
(a) Paint/powder paint
(b) Soap shavings
(c) Plastic bottles
(d) Jars for storing paints
(e) Sponges
(f) Toothbrushes
(g) Clothespins, bits of wood
(h)✓ All of the above

==========

Assessment

(Study Material)

Assessment is the process of gathering and discussing information from multiple and diverse sources in order to develop a deep understanding of what students know, understand, and can do with their knowledge as a result of their **educational** experiences; the process culminates when **assessment** results are used to improve.

Various definitions of assessment and the role it plays in teaching and learning:

1. Assessment involves the use of empirical data on student learning to refine programs and improve student learning. (Assessing Academic Programs in Higher Education by Allen 2004)
2. Assessment is the process of gathering and discussing information from multiple and diverse sources in order to develop a deep understanding of what students know, understand, and can do with their knowledge as a result of their educational experiences; the process culminates when assessment results are used to improve subsequent learning. (Learner-Centered Assessment on College Campuses: shifting the focus from teaching to learning by Huba and Freed 2000)
3. Assessment is the systematic basis for making inferences about the learning and development of students. It is the process of defining, selecting, designing, collecting, analyzing, interpreting, and using information to increase students' learning and development. (Assessing Student Learning and Development: A Guide to the Principles, Goals, and Methods of Determining College Outcomes by Erwin 1991)
4. Assessment is the systematic collection, review, and use of information about educational programs undertaken for the purpose of improving student learning and development. (Assessment Essentials: planning, implementing, and improving assessment in higher education by Palomba and Banta 1999)

Fundamental Components of Assessment: Four fundamental elements of learner-centered assessment:

1. **Formulating Statements of Intended Learning Outcomes** – statements describing intentions about what students should know, understand, and be able to do with their knowledge when they graduate.
2. **Developing or Selecting Assessment Measures** – designing or selecting data gathering measures to assess whether or not our intended learning outcomes have been achieved. Includes
   (a) Direct assessments – projects, products, papers/theses, exhibitions, performances, case studies, clinical evaluations, portfolios, interviews, and oral exams – which ask students to demonstrate what they know or can do with their knowledge.
   (b) Indirect assessments – self-report measures such as surveys – in which respondents share their perceptions about what graduates know or can do with their knowledge.

3. **Creating Experiences Leading to Outcomes** – ensuring that students have experiences both in and outside their courses that help them achieve the intended learning outcomes.
4. **Discussing and Using Assessment Results to Improve Teaching and Learning** – using the results to improve individual student performance.

The Importance of Assessment: I'm sure you know the feeling of anticipation when you are about to take a quiz or test. Did you take detailed class notes and study enough? And you surely have been assigned with various essays. Did you give yourself enough time to research, write, and revise your essay in order to meet the requirements?

Exams and essays along with speeches and projects are forms of assessment. **Assessment** is a critical step in the learning process. It determines whether or not the course's learning objectives have been met. A **learning objective** is what students should know or be able to do by the time a lesson is completed. Assessment affects many facets of education, including student grades, placement, and advancement as well as curriculum, instructional needs, and school funding.

The Effects of Assessment: Let's look at a couple of the main effects of assessment:

Student Learning: Assessment is a key component of learning because it helps students learn. When students are able to see how they are doing in a class, they are able to determine whether or not they understand course material. Assessment can also help motivate students. If students know they are doing poorly, they may begin to work harder.

Imagine this situation:

Johnny is a chemistry student. He just took his first exam in his class. He earned a 56%; he needs a 79% to pass the class. The low exam score lets Johnny know that he missed something important he should have learned. Perhaps, he did not understand the material, or maybe he did not study long enough. Whatever the case, the assessment results let Johnny know that he did not successfully learn the material and that he must try something new in order to earn a better score.

Teaching: Just as assessment helps students, assessment helps teachers. Frequent assessment allows teachers to see if their teaching has been effective. Assessment also allows teachers to ensure students learn what they need to know in order to meet the course's learning objectives.

Imagine this situation:

Mrs. Brown is a 12th grade biology teacher. After finishing the unit on cell division, she gives a 50-point multiple-choice test. Upon grading the exam, Mrs. Brown realized the average class grade was a 68%, far below the cutoff line for passing. Mrs. Brown can easily see that her students didn't fully learn cell division. This tells her that she needs to re-visit the unit on cell division and determine why students failed the exam. Perhaps, she may need to try a different teaching strategy, or perhaps, she did not spend enough time on difficult material.

Frequency and Feedback:

Assessment is designed so that students understand their progress towards course goals and modify their behavior in order to meet those goals. In order to do that, assessment should be ongoing. In other words, classes that use one or two exams a term are not using assessment as effectively as it could be used. In order for students to gain a true representation of their understanding, frequent assessment is critical, and it should be accompanied with feedback.

Assessment is really only as good as the feedback that accompanies it. **Feedback** is the teacher's response to student work. In order to make assessment as effective as possible, teachers should provide their feedback as well as a letter grade. It is important that students understand why a

Assessment – MCQs

Write the correct answer:

1. Instrument used for measuring sample of behavior is?
   (a)✓ Test
   (b) Measurement
   (c) Assessment
   (d) Evaluation
2. Limited to quantitative description of pupil's performance is?
   (a) Test
   (b)✓ Measurement
   (c) Assessment
   (d) Evaluation
3. The purpose of the evaluation is to make?
   (a) Decision (b) Prediction
   (c)✓ Judgment (d) Opinion
4. The purpose of evaluation is to make judgment about educational?
   (a) Quaintly (b)✓ Quality
   (c) Time period
   (d) Age
5. Evaluation that monitors learning progress is?
   (a) Placement evaluation
   (b)✓ Formative evaluation
   (c) Diagnostic evaluation
   (d) Summative evaluation
6. A formal and systematic procedure of getting information is?
   (a)✓ Test
   (b) Measurement
   (c) Assessment
   (d) Evaluation
7. The process of obtaining numerical value is?
   (a) Test
   (b)✓ Measurement
   (c) Assessment
   (d) Evaluation
8. A sum of questions is?
   (a)✓ Test
   (b) Measurement
   (c) Assessment
   (d) Evaluation
9. The first step in measurement is?
   (a)✓ Decision of what to measure
   (b) Development of the test
   (c) Administering the test
   (d) None o these
10. The purpose of formative evaluation is?
    (a) Decision of what to measure
    (b) Development of the test
    (c) Administering the test
    (d)✓ Monitoring progress of students
11. To assess achievement at the end of instruction is?
    (a) Placement Assessment
    (b) Formative Assessment
    (c)✓ Summative Assessment
    (d) Diagnostic Assessment
12. Vast of all in scope?
    (a) Test
    (b) Measurement
    (c) Assessment
    (d)✓ Evaluation
13. The least in scope is?
    (a)✓ Test
    (b) Measurement
    (c) Assessment
    (d) Evaluation
14. Permanent difficulties in learning are investigated in?
    (a) Placement Assessment
    (b) Formative Assessment
    (c) Summative Assessment
    (d)✓ Diagnostic Assessment
15. Broader in meaning is?
    (a)✓ Aims
    (b) Objectives
    (c) Instructional objectives
    (d) Specific Objectives
16. Procedures used to determine personal abilities are?
    (a)✓ Maximum performance test
    (b) Typical performance test
    (c) Norm performance test

(d) Criterion performance test

17. In norm referenced test the comparison is between?
(a) Groups (b)✓ Individuals
(c) Areas (d) Interest

18. In which question marking will be more reliable?
(a) Completion
(b) Short answer
(c)✓ Multiple choice question
(d) Essay

19. Facility value of less than 0.20 means?
(a) Item is too easy
(b)✓ Item is difficult
(c) Item is acceptable
(d) Item is easy

20. Objective type question have advantage over essay type because such questions?
(a) Are easy to prepare
(b) Are easy to solve
(c)✓ Are easy to mark
(d) None of these

21. Discrimination value of more than 0.4 means:
(a) Item is good
(b)✓ Item is acceptable
(c) Item is weak
(d) None of these

22. Test involving the construction of certain patterns is called?
(a) Intelligence test
(b)✓ Performance tests
(c) Scholastic test
(d) None of these

23. In multiple choice items the stem of the items should be?
(a) Large (b) Small
(c)✓ Meaningful
(d) None of these

24. Which appropriate verb will you use to make an objective behavioral?
(a) To know
(b) To appreciate
(c) To understand
(d)✓ To construct

of instruction of a teacher are called?
(a) Performance
(b)✓ Instructional
(c) Attainment
(d) None of these

26. Running description of active behavior of a student as observed by the teacher is?
(a)✓ Anecdotal record
(b) Autobiography
(c) Interview
(d) None of these

27. A test very popular with class room teacher is?
(a) True false test
(b)✓ Multiple choices
(c) Matching
(d) Completion test

28. Frequently used tools of summative evaluation are?
(a)✓ Test
(b) Teacher observation
(c) Daily assignment
(d) None of these

29. The most commonly used guessing correction formula to predict and control is?
(a) S=R-W
(b)✓ S=R-W/N-1
(c) S=R-w/2-1
(d) None of these

30. The summative evaluation is?
(a) Diagnostic
(b)✓ Certifying judgment
(c) Continuous
(d) None of these

31. The difference between maximum and minimum values is?
(a) Mean (b) Mode
(c)✓ Range (d) None of these

32. The number of score lying in a class interval is?
(a) Mid point (b) Quartiles
(c) Class (d)✓ Frequencies

33. A ... composed of question referred as:
(a)✓ Stem (b) Distracter
(c) Foil (d) Response

34. In a norm referenced test which item is best?
(a) Item difficulty is near zero
(b) Item difficulty is near 100
(c) Item difficulty is near 70
(d)✓ Item difficulty is near 50

35. Which question has increasing objectivity of marking?
(a) Unstructured essay
(b) Structured essay
(c) Short answer
(d)✓ Multiple type questions

36. Most widely used format on standardized test in USA is?
(a) Unstructured essay
(b) Structured essay
(c) Short answer
(d)✓ Multiple type questions

37. Which questions are difficult to mark with reliability?
(a)✓ Unstructured essay
(b) Structured essay
(c) Short answer
(d) Multiple type questions

38. Projective techniques are used to measure?
(a) Aptitude (b) Intelligence
(c) Knowledge (d)✓ Personality

39. Test meant for prediction on a certain criterion is called?
(a)✓ Aptitude test
(b) Intelligence
(c) Knowledge
(d) Personality

40. Kuder Richardson method is used to estimate?
(a)✓ Reliability (b) Validity
(c) Objectivity (d) Usability

41. Value that divides the data into two equal parts is?
(a) Mean (b)✓ Median
(c) Mode (d) None of these

42. The test measures what we intend to measure. This quality of the test is called?
(a) Reliability (b)✓ Validity
(c) Objectivity (d) Usability

43. The length of a test is an important factor in obtaining a representative?
(a) Mean (b) Median
(c) Mode (d)✓ Sample

44. Median of 1,2,4,5,2,3, is:
(a) 2 (b) 5
(c)✓ 3.5 (d) None of these

45. The test made to compare the performance of student with the other students is called?
(a) Criterion reference
(b)✓ Norm reference
(c) Achievement
(d) None of these

46. The summative evaluation is used?
(a)✓ At the end of the program
(b) At the middle of the program
(c) At the start of the program
(d) None of these

47. The appearance of normal curve resembles with?
(a) U (b)✓ Bell
(c) V (d) None of these

48. The alternative name of the "table of specification" is:
(a)✓ Test Blue Print
(b) Test Construction
(c) Test Administration
(d) Test Scoring

49. "Table of specification" helps in:
(a)✓ Test development
(b) Test Construction
(c) Test Administration
(d) Test Scoring

50. The supply type test item is:
(a) True / False items
(b) Matching items
(c) MCQ items
(d)✓ Completion items

51. Alternative response item is:
(a) True / False items

(b) Right / wrong
(c) Correct / incorrect
(d)✓ All of the above

52. How many columns matching items have?
(a) One (b)✓ Two
(c) Four (d) Five

53. The item in the column for which a match is sought is?
(a)✓ Premise (b) Response
(c) Destructor (d) None of these

54. Identifying relationship between two things is demonstrated by?
(a) True / False items
(b)✓ Matching items
(c) MCQ items
(d) Completion items

55. The statement of problem in MCQs is:
(a) Premise (b) Response
(c)✓ Stem (d) None of these

56. The correct option in MCQ is:
(a)✓ Answer (b) Premise
(c) Response (d) Destructor

57. The incorrect options in MCQ are:
(a) Answer (b) Premise
(c) Response (d)✓ Destructor

58. The most widely applicable test item is:
(a) True / False items
(b) Matching items
(c)✓ MCQ items
(d) Completion items

59. The type of essay item in which contents are limited is:
(a)✓ Restricted Response Questions
(b) Extended Response Questions
(c) Matching items
(d) MCQ items

60. The ability to select to organize, integrate and evaluate ideas is demonstrated by:
(a) Restricted Response Questions
(b)✓ Extended Response Questions
(c) Matching items
(d) MCQ items

61. The Analysis of items is necessary in:
(a)✓ Standardized Test
(b) Essay Type Test
(c) Objective type test
(d) Norm referenced test

62. Which one is not the type of test of test by purpose?
(a) Standardized Test
(b)✓ Essay Type Test
(c) Objective type test
(d) Norm referenced test

63. The type of the test by method is:
(a) Standardized Test
(b) Essay Type Test
(c)✓ Objective type test
(d) Norm referenced test

61. Student's performance is compared with other students in:
(a) Standardized Test
(b) Essay Type Test
(c) Objective type test
(d)✓ Norm referenced test

62. Student performance is compared with clearly defined learning tasks in:
(a) Standardized Test
(b) Essay Type Test
(c)✓ Criterion reverenced test
(d) Norm referenced test

63. Test that measure learning outcome of students is:
(a)✓ Achievement test
(b) Aptitude test
(c) Criterion reverenced test
(d) Norm referenced test

64. The tests designed to predict future performance is:
(a) Achievement test
(b)✓ Aptitude test
(c) Criterion reverenced test
(d) Norm referenced test

65. The founder of modern intelligent tests was:
(a)✓ Alfred Binet
(b) Stern
(c) Gulford (d) None of these

66. The formula to determine I.Q was presented by?
(a) Alfred Binet
(b)✓ Stern
(c) Gulford (d) None of these

69. I.Q of a student having same physical and mental age will be:
(a)✓ 100 (b) 120
(c) 50 (d) 140

70. The I.Q of a student having twelve years mental age and tem years physical age will be:
(a) 100 (b)✓ 120
(c) 50 (d) 140

71. The quality of test that measures "what it claims to measure" is:
(a)✓ Validity
(b) Differentiability
(c) Objectivity (d) Reliability

72. The characteristic of a test to discriminate between high achievers and low achievers is:
(a) Validity
(b)✓ Differentiability
(c) Objectivity (d) Reliability

73. If the scoring of the test is not effected by any factor, quality of test is called?
(a) Validity
(b) Differentiability
(c)✓ Objectivity (d) Reliability

74. The quality of test to give same scores when administered at different occasions is:
(a) Validity
(b) Differentiability
(c) Objectivity (d)✓ Reliability

75. If the sample of the question in the test is sufficiently large enough, the quality of test is:
(a)✓ Adequacy
(b) Differentiability
(c) Objectivity (d) Reliability

76. The quality of test showing ease of time, cost, administration and interpretation is called?
(a)✓ Usability
(b) Differentiability
(c) Objectivity (d) Reliability

77. Facility index of an item determines?
(a)✓ Ease or difficulty
(b) Discrimination power
(c) Objectivity (d) Reliability

78. High and low achievers are sorted out by:
(a) Ease or difficulty
(b)✓ Discrimination power
(c) Objectivity (d) Reliability

79. Test item is acceptable which its faculty index /difficulty level ranges from?
(a)✓ 30-70 % (b) 70 %
(c) 30% (d) None of these

80. Test item is very easy when value of faculty index/ difficulty level is higher than?
(a) 30-70 % (b)✓ 70 %
(c) 30% (d) None of these

81. Test item is very difficult when value of facility index/ difficulty level is less than:
(a) 30-70 % (b) 70 %
(c)✓ 30% (d) None of these

82. Discrimination power of an item is acceptable when its value ranges from:
(a)✓ 0.30 – 1 (b) 1
(c) 0.30 (d) None of these

83. Test item discriminates 100% when its value for discrimination is:
(a) 0.30 – 1 (b)✓ 1
(c) 0.30 (d) None of these

84. Test item cannot discriminate low achievers and high achievers when its value is lower than:
(a) 0.30 – 1 (b) 1
(c)✓ 0.30 (d) None of these

85. An assessment is ________ if it consistently achieves the same results with the same students.
(a) Valid (b) Invalid
(c)✓ Reliable (d) Unreliable

86. A/An ________ assessment is one which measures what it is intended to measure.
(a)✓ Valid (b) Invalid
(c) Reliable (d) Unreliable

87. The use of technology to enhance learning process is called ________ in education.
(a) IT (b)✓ ICT
(c) Information technology
(d) Communication technology

88. An assessment that measures a student's current knowledge for the purpose of assigning a suitable course is called?
(a)✓ Diagnostic assessment
(b) Formative assessment
(c) Summative assessment
(d) Contemporary assessment

89. An assessment that is generally carried out throughout a course is called?
(a) Diagnostic assessment
(b)✓ Formative assessment
(c) Summative assessment
(d) Contemporary assessment

90. An assessment that is generally carried out at the end of a course to assign students a course grade is called?
(a) Diagnostic assessment
(b) Formative assessment
(c)✓ Summative assessment
(d) Contemporary assessment

91. Which from the following is NOT a formal assessment?
(a) Assignment
(b) Paper
(c) Quiz (d)✓ Discussion

92. Which from the following is NOT an informal assessment?
(a)✓ Assignment
(b) Observation
(c) Rating scales
(d) Discussion

93. According to John Dewey, the teacher should guide students the way of the knowledge as a ________ in learning process.
(a) Facilitator (b) Guider
(c) Philosopher
(d)✓ Partner

94. The philosopher who worked in mathematical and scientific didactics was?
(a) Jean Piaget
(b) John Dewey
(c)✓ Martin Wagenschein
(d) Lev Vygotsky

95. Which philosopher gave the idea that education should be based on the principles of human development?
(a) Dewey (b) Watson
(c)✓ Rousseau (d) Thorndike

96. Who introduced the theory of empiricism?
(a) D.J. O'Connor
(b) John Dewey
(c) William James
(d)✓ John Locke

97. Who gave the Totality Conscious Ideas?
(a) Jean Piaget
(b)✓ Herbert Spencer
(c) Hill Gard
(d) Woodworth

98. Who wrote the book "Emile"?
(a) William Stern
(b) John Locke
(c)✓ Rousseau
(d) Thorndike

99. Which philosopher compiled Kindergarten education system?
(a)✓ Friedrich Frobel
(b) Herbert Spencer
(c) John Locke
(d) D.J. O'Connor

100. When was the book "Child Development" for early childhood studies published for the first time in:
(a) 1893 (b)✓ 1895

(c) 1897 (d) 1899

101. Which educator gave the idea of Behaviorism in education system?
(a) John Locke
(b) Thorndike
(c) Herbert Spencer
(d)✓ Watson

102. At the beginning of the nineteenth century whose focus was the study of the development of the mind?
(a)✓ Jean Piaget
(b) William James
(c) Hill Gard
(d) William Stern

103. Who had devised the term IQ (Intelligence Quotient)?
(a) William James
(b)✓ William Stern
(c) John Locke
(d) John Dewey

104. Bert called the intelligence to ________
(a) Nature (b) Jeans
(c)✓ Innate (d) Health

105. Which educator presents "Law of Readiness, Law of Exercise and Law of Effect"?
(a) Hill Gard
(b)✓ Thorndike
(c) Spencer
(d) Rousseau

106. Who said that "These situations are mental evolutions that are aspects of conflict and anxiety."?
(a) Hill Gard (b) Watson
(c) Jean Piaget
(d)✓ Ralph Tyler

107. Formal education or school training represent ________
(a) Learner programs of study
(b)✓ Planned programs of study
(c) Collective programs of study
(d) Basic programs of study

108. In childhood which conditions are favorable for improving of skills and knowledge begun in ________
(a)✓ Home (b) Library
(c) Mosque (d) Park

109. From the given below which is most suitable for the study of human behaviour?
(a) Humanism
(b) Naturalism
(c)✓ Psychology
(d) Sociality

110. Education ________ explains the gaining experience from birth through old age.
(a) Training (b) Philosophy
(c) Programmer
(d)✓ Psychology

111. Who are usually responsible for conducting classroom and laboratory learning studies which are carefully planned?
(a) School Principal
(b) District Education Officer
(c)✓ Psychologists of Education
(d) School Teachers

112. Psychologists are agreed that education implies can be regarded as ________
(a) Process (b) Product
(c)✓ Both Process & Product
(d) None of these

113. In 19th century European psychologists devoted best attention to studies dealing with ________ Imagery.
(a)✓ Mental (b) Physical
(c) Individual (d) Social

114. Which psychologists introduced the application of scientifically evolved principles and theories of learning in education system?
(a) Chinese (b)✓ American
(c) Germen (d) British

115. At the end of 19th century, which philosopher formulated laws of learning as a result of his experiments with animals?
(a) Hill Gard (b) Watson
(c)✓ Edward Thorndike

(d) John Dewey

116. Successful educational practices evolve from the application of ______ Methods.
(a) Analog (b)✓ Scientific
(c) Virtual (d) Technical

117. By Genetic method of studying human development can be utilized ______
(a) Horizontal (b) Vertical
(c)✓ Both Horizontal and vertical
(d) None of these

118. The ______ method is very useful in some areas of investigation:
(a) Critical (b) Observation
(c) Dialogue (d)✓ Questionnaire

119. Skilled interviewer can discover many ______ about the person interviewed:
(a) Feature (b) Values
(c)✓ Facts (d) Background

120. ______ includes data concerning family background and educational development.
(a)✓ Case study
(b) General behavior
(c) Genetic approach
(d) Adequacy

121. Psychological experiment is used to test concerning human ______
(a) Nature (b)✓ Behavior
(c) Education (d) Problems

122. Method of research is ______ method of conducted experimentation probably:
(a) Exact (b) Refined
(c)✓ Both Exact and Refined
(d) None of these

123. According to human factor, individuals may vary from ______ today in their performance.
(a)✓ Day (b) Week
(c) Year (d) Month

124. For study purposes, the members of a group of young people can be differ among themselves in habits ______
(a) Abilities (b) Interests
(c)✓ Both Abilities and Interests

(d) None of these

125. Teacher is closely associated with the ______ process:
(a) Study (b)✓ Learning
(c) Evaluation (d) Observing

126. The teacher can provide the kind of stimulation to enable the child to become ______ learner:
(a) Quality (b) Social
(c) Interesting (d)✓ Active

127. Children should be given an opportunity to ______ the democratic way of life in school:
(a) Learn (b)✓ Experience
(c) Understand
(d) Knowing

128. The value of satisfaction in ______ is emphasizes by the psychologist now a days:
(a)✓ Learning (b) Education
(c) Management
(d) Environment

129. For growth of children some parents and teachers were over concerned about providing ______ conditions:
(a) Certain
(b) Fundamentally
(c) Powerful (d)✓ Healthful

130. A teacher should have an intelligence quotient of ______
(a)✓ 120 (b) 125
(c) 130 (d) 135

131. When a teacher is certified to teach it does not mean his ______ is completed:
(a) Learning (b)✓ Education
(c) Training (d) Planning

132. Who said that "a single shelf of a good European library was worth the whole native literature of India and Arabia"?
(a) Sir John Shore
(b) Sir Alured Clarke
(c)✓ Lord Macaulary
(d) Sir George Barlow

133. Which is the medium of instruction at primary level in Pakistan?

(a)✓ Provincial language / Urdu
(b) Urdu (c) English
(d) Provincial language / English

134. Approximately 35 working weeks in a year at ______
(a) Primary Level
(b) Secondary Level
(c)✓ Both Primary and Secondary Levels
(d) None of these

135. In 1974 University Grants Commission was established in ______
(a) Peshawar (b) Karachi
(c) Lahore (d)✓ Islamabad

136. The University Grants Commission has started training programme for teachers of ______
(a) Degree Colleges
(b) Universities
(c)✓ Both Degree Colleges and universities
(d) Schools

137. In the organization of the school the basic determining factor is the ______ of the school.
(a)✓ Curriculum
(b) Management
(c) Social life (d) Trainers

138. The curriculum should be ______ on cooperative basis.
(a) Planned (b)✓ Formulated
(c) Managed (d) Contributed

139. The staff should examine the programme continuously with the ______ of the principal.
(a) Administration
(b) Supporting
(c) Helping (d)✓ Leadership

140. Pakistan Studies was made a ______ subject for Classes X, XII and XIV.
(a) Optional (b) Elective
(c) Basic (d)✓ Compulsory

141. The ______ Universities and Colleges were organized a number of programmes for teacher training for the teaching of ______
(a) Science (b) Education
(c)✓ Agriculture (d) Geology

142. The scientific development in various fields is brought forward for advising the government by the National ______
(a)✓ Committees
(b) Institutions
(c) Organizations
(d) Academies

143. Technical Education was ______ from the Universities and Boards of Intermediate and Secondary Education were established:
(a)✓ Separated (b) Joined
(c) Merge (d) None of these

144. Education Bureaus were attached to the education departments in the ______
(a) Cities (b) Town
(c) Countries (d)✓ Provinces

145. At the time of partition in 1947, there were ______ colleges in working:
(a)✓ 40 (b) 45
(c) 50 (d) 55

146. At the time of partition in 1947, there were ______ universities in working:
(a) 5 (b) 4
(c) 3 (d)✓ 2

147. President of Pakistan is the ______ in case of Federal Universities:
(a) Administrator
(b)✓ Chancellor
(c) Rector (d) Incharge

148. Vice-Chancellor shall preside at the ______ of the university in the absence of the Chancellor:
(a) Result (b) Annual day
(c) Meeting (d)✓ Convocation

149. A quantitiative description of experienced data is ______ a measurement:
(a)✓ Simply (b) Particularly
(c) Individually

(d) None of these

150. Community health agencies should recognize the importance of the _______ aspect of education:
(a) Learning (b)✓ Physical
(c) Virtual (d) Healthy

151. In our schools and colleges, evaluation of individual readiness for further learning is becoming a common _______
(a) Problem (b) Procedure
(c)✓ Practice (d) Agenda

152. A nervous or shy child cannot obtain the benefit from his _______ experiences:
(a) Personal (b)✓ Learning
(c) Social (d) None of these

153. Learning to read is a complex _______
(a) Procedure (b) Phenomenon
(c)✓ Activity (d) Behavior

154. The obtaining of thought from the written material can be possible through silent _______
(a)✓ Reading (b) Planning
(c) Practice (d) Learning

155. A successful practice is the real test of _______ achievement:
(a) Teacher (b) Principal
(c)✓ Learning (d) Evaluation

156. It is openly observed that _______ involves much more than measurement:
(a) Government
(b) Environment
(c) Learning (d)✓ Evaluation

157. Motivation is the _______ purpose of evaluation:
(a)✓ Basic (b) Primary
(c) Optional (d) Individual

158. Primary purpose of evaluation is to provide a basis for curriculum _______
(a) Revision (b) Improvement
(c)✓ Both Revision and Improvement
(d) None of these

159. Environments should be main focus in the case of _______
(a) Learning (b)✓ Institutes
(c) Training (d) Teaching

160. It is _______ exercise for complete evaluation of institutions:
(a) Time consuming
(b) Costly
(c)✓ Both costly and time consuming
(d) None of these

161. Webster _______ evaluation as "examining and judging the worth quality, significance, amount, degree or condition of something":
(a)✓ Defined (b) Described
(c) Present (d) None of these

162. _______ defined evaluation as "a process of delineating, obtaining and providing useful information for judging decision alternatives":
(a) Webster (b) Cronbach
(c)✓ Stufflebeam
(d) Kaufman

163. In educational research, how many styles that are used:
(a) 7 (b) 6
(c) 5 (d)✓ 4

164. The other main _______ is that education is a human activity:
(a)✓ Assumption
(b) Concepts
(c) Method (d) Philosophy

165. Which city of Pakistan is called "City of Colleges"?
(a) Peshawar (b) Karachi
(c)✓ Lahore (d) Islamabad

166. Reciting of the national anthem made compulsory in high schools in _______
(a) May,09, 1957
(b)✓ June,09, 1957
(c) July,09, 1957
(d) August,09, 1957

167. At the time of partition in 1947, there were _______ primary schools in working:
(a)✓ 8413 (b) 9256
(c) 7687 (d) 6567

168. At the time of partition in 1947, there were _______ technical schools in working:
(a) 30 (b) 35
(c)✓ 40 (d) 45

169. In 1997 how many male teachers were working in Pakistan?
(a)✓ 48676 (b) 49080
(c) 51090 (d) 53427

170. Who became Vice-Chancellor of The Punjab University after partition?
(a) Dr. Sultan Bukhari
(b) Dr. Shameem Hanfi
(c)✓ Dr. Umer Hayat Malik
(d) Dr. Abdullah Khan

171. Who was the first female Vice-Chancellor of Pakistan?
(a) Dr. Naghmana Ali
(b)✓ Dr. Kaneez Yousaf
(c) Dr. Memmona Bibi
(d) Dr. Attia Rehman

172. Who introduced the term mental tests?
(a) Jean Piaget (b)✓ Cattell
(c) Rousseau (d) Thorndike

173. The famous educational psychologist Alfred Binet was _______
(a)✓ French (b) German
(c) Russian (d) American

174. The famous educational psychologist Terman was _______
(a) French (b) German
(c) Russian (d)✓ American

175. An attitude of fair-minded appreciation of its value can be obtained through a consideration of mental _______
(a) Evaluation (b) Behavior
(c)✓ Measurement
(d) Consideration

176. The first Binet-Simon test appeared with revisions in 1908 and _______
(a)✓ 1911 (b) 1912
(c) 1913 (d) 1914

177. In America during World War I, the testing of the intelligence of individuals began in _______
(a) Experience (b) As a whole
(c) Combinations
(d)✓ Groups

178. Which test represents the tests of abstract intelligence?
(a)✓ Language (b) Percentage
(c) Leadership
(d) Measurement

179. In 1854, which philosopher set up laboratory to measure human characteristics:
(a) D.J. O'Connor
(b) John Dewey
(c)✓ Galton (d) Woodworth

180. Whose statement was "Guidance is the direct relation with a person in whom he is taught to adjust with society"?
(a)✓ Machdonial
(b) John Locke
(c) Rousseau
(d) Thorndike

181. Mother is the _______ academy of a child:
(a) Social (b) Natural
(c) Optional (d)✓ First

182. Society, Family, Radio and Television are the main _______ of informal education:
(a)✓ Centre (b) Source
(c) Material
(d) None of these

183. Realistic Education system supports the _______ progress:
(a) Natural (b) Social
(c)✓ Scientific (d) Technical

184. To read the lesson before teaching it is called _______
(a) Measurement
(b) Teaching practice
(c) Preparation
(d)✓ Lesson plan

=========

SLOs
Student Learning Outcomes
(Study Material)

Definition of Student Learning Outcomes: Student learning outcomes are defined in terms of the knowledge, skills, and abilities that students have attained as a result of their involvement in a particular set of educational experiences.

Why the Learning Outcome Approach to Education? The learning outcomes approach reflects a conceptual shift towards making learning more meaningful and effective. For a variety of understandable reasons many students approach education as "alienated intellectual labor," rather than something that is good for them, learning that enhances their lives. Making education more meaningful for these students requires that they acquire a sense of the educational project as enabling them to lead a richer and more empowered life rather than a task done primarily to satisfy the demands of others. By explicitly building educational experiences based on what students should be able to do with their knowledge, the learning outcomes approach helps the educational community understand the point of the activity.

Some of the benefits of using student learning outcomes are as follows:

1. Increased student awareness of and involvement in their own learning
2. A common language and framework for discussions about learning within departments
3. A context for course design and revision
4. An approach to curriculum assessment and change
5. An important first step toward clear communication of expectations to students
6. A requirement of accrediting agencies.

Many faculty feel they already are taking a learning outcomes approach to education and all they need to do is change some terminology on their course outlines, that is, ensure that their course objectives are measurable. Others fear the imposition of a corporate model on education with outcomes being centrally imposed, courses being modularized, and faculty being de-skilled and replaced with assessors and facilitators, and perhaps even computers. Lastly, many academic faculty see the emphasis on outcomes as pressure for making education more directly serve the short term needs of the economy and demands of the business community, rather than the development of the student's critical thinking and intellectual independence. To ensure that these fears do not become realities, faculty must embrace and take ownership of the student learning outcomes approach.

Types of Student Learning Outcomes:

1. Institutional

(a) Result of obtaining a degree or certificate from the institution

2. Program-level

(a) Result of finishing a program

(b) Result of completing a student services program activity

3. Course-level

(a) Result of completing a course

Each degree and certificate from an institution need not fulfill every institutional student learning outcome. However, each degree and certificate must meet at least one of them. Likewise, each course within a program need not fulfill every program-level student learning outcome. However, each course must meet at least one of its program's established student learning outcomes. By contrast a course should meet every one of its stated student learning outcomes.

Examples of Institutional Student Learning Outcomes:

1. **Critical Thinking:** Ability to analyze problems, conceptualize theses, develop arguments, weigh evidence, and derive conclusions. This outcome includes both inductive and deductive logical reasoning and methodological processes.
2. **Communication:** Ability to articulate the critical thinking outcomes in writing and/or speaking or by other modes of communication.
3. **Self-awareness and Interpersonal Skills:** Ability to analyze one's own actions, to see the perspective of other persons, and to work effectively with others in groups.
4. **Personal Actions and Civic Responsibility:** Ability to understand one's role in society, take responsibility for one's own actions, make ethical decisions in complex situations, and participate actively in a diverse democracy.
5. **Global Awareness:** Ability to articulate similarities and contrasts among cultures, times and environments, demonstrating understanding of cultural pluralism and knowledge of global issues.
6. **Technological Awareness:** Ability to understand the applications and implications of technology and to use technology in ways appropriate to the situation. This outcome includes information and competency skills.

Examples of Program-Level Student Learning Outcomes:

1. **Oral and Written Communication:** "Write an essay that responds persuasively and insightfully to a current societal issue."
2. **Oral and Written Communication:** "Select a speech being delivered by a prominent world figure or community leader and critically evaluate it using the principles of good oral communication."
3. **Tutor Education Program:** "Plan effective tutoring sessions using a variety of strategies."
4. **Tutor Education Program:** "Use effective interpersonal skills to adapt the learning environment to the needs and learning styles of the tutee."

Process:

As a result of developing student learning outcomes, faculty in instruction and student support services should engage in discussions of ways to deliver instruction to maximize student learning. Those providing student support services should also develop student learning outcomes and evaluate the quality of their policies, processes, and procedures for providing students access and movement through the institution. And finally, student learning outcomes should be at the center of the institution's key processes and allocation of resources.

The process involves the following steps:

1. Develop student learning outcomes.
2. Identify a method to assess each of the student learning outcomes developed.
3. Engage in the teaching-learning process.
4. Assess whether or not the student learning outcomes are achieved.
5. Evaluate the assessment technique and the level at which the outcomes are achieved.
6. Make appropriate changes to the program, as needed, to achieve desired outcomes.
7. Evaluate student learning outcomes in the regular program review process.

Student Learning Outcomes – MCQs

Write the correct answer:

1. What is the definition of 'Student Learning Outcomes' (SLOs)?
   (a) Student learning outcomes are defined in terms of the knowledge, skills, and abilities that students have attained as a result of their involvement in a particular set of educational experiences.

(b) These are measurable instructional goals established for a specific group of students over a set period of time.
(c) Student learning is the ultimate measure of the success of a teacher and an instructional leader.
(d)✓ All of the above

2. What is the nature of 'SLOs'?
(a)✓ SLOs are content-specific, grade level learning objectives that are measureable, focused on growth in student learning, and aligned to curriculum standards.
(b) These relates to the sportsmanship
(c) (a) & (b) (d) None of these

3. The primary and major purpose of SLOs is to:
(a) Improved student learning at the classroom level
(b) Provide evidence of each teacher's instructional impact on student learning
(c)✓ (a) & (b) (d) None of these

4. What is the importance of the term 'Data Driven Process' in SLOs?
(a) It requires that teachers and educational authorities pay keen attention to the annual academic progress made by student in non-tested subjects
(b) New targets are designed with the help of previous data
(c) SLOs growth targets are achieved through data driven process
(d)✓ All of the above

5. What is the relationship between the provincial educational authorities to the teaching staff?
(a) Provincial educational authorities cooperative with the teaching staff to enhanced the educational standards by giving them more facilities
(b) SLOs comprehensively addresses all course standards or addresses a prioritized set of standards by their mutual cooperation
(c)✓ (a) & (b) (d) None of these

6. Learning Outcome: to identify the meaning of a term. Reliability is the same as:
(a)✓ Consistency
(b) Relevancy
(c) Representativeness
(d) Usefulness.

7. Learning Outcome: to interpret the meaning of an idea. The statement that "test reliability is a necessary but not sufficient condition of test validity" means that:
(a) A reliable test will have a certain degree of validity.
(b)✓ A valid test will have a certain degree of reliability.
(c) A reliable test may be completely invalid and a valid test completely unreliable.

8. Learning Outcome: to apply previously acquired knowledge to a given situation. Which one of the following memory systems does a piano-tuner mainly use in his occupation?
(a)✓ Echoic memory
(b) Short-term memory
(c) Long-term memory
(d) Mono-auditory memory

9. The major objective and purpose of SLOs in our educational system is to enhance the educational standards in which level:
(a) College (b) University
(c)✓ Classroom (d) School
(e) None of these

10. In the process of SLOs for a variety of understandable reasons many students approach education as:
(a)✓ Alienated intellectual labour
(b) Educational policies
(c) Advanced curriculum
(d) None of these

11. Identify the major benefits of using student learning outcomes are:
(a) Increased student awareness of and involvement in their own learning
(b) A common language and framework for discussions about learning within departments
(c) A context for course design and revision
(d) An approach to curriculum assessment and change
(e) An important first step toward clear communication of expectations to students
(f) A requirement of accrediting agencies.
(g)✓ All of the above

12. Mention the different types of SLOs:
(a) Institutional
(b) Program-level
(c) Course-level
(d)✓ All of the above

13. Institutional Student Learning Outcomes means:
(a)✓ Result of obtaining a degree or certificate from the institution
(b) Result of finishing a program
(c) Result of completing a course
(d) None of these

14. Program-level Student Learning Outcomes means:
(a) Result of finishing a program
(b) Result of completing a student services program activity
(c)✓ (a) & (b) (d) None of these

15. Course-level Student Learning Outcomes means:
(a)✓ Result of completing a course
(b) Result of finishing a program
(c) Result of completing a student services program activity
(d) None of these

16. What is the importance of 'Critical Thinking' in SLOs?
(a)✓ Ability to analyze problems, conceptualize theses, develop arguments, weigh evidence, and derive conclusions. This outcome includes both inductive and deductive logical reasoning and methodological processes.
(b) Ability to articulate the critical thinking outcomes in writing and/or speaking or by other modes of communication.
(c) Ability to analyze one's own actions, to see the perspective of other persons, and to work effectively with others in groups.
(d) Ability to understand one's role in society, take responsibility for one's own actions, make ethical decisions in complex situations, and participate actively in a diverse democracy.
(e) None of these

17. What is the role of 'Communication' in SLOs?
(a) Ability to analyze problems, conceptualize theses, develop arguments, weigh evidence, and derive conclusions. This outcome includes both inductive and deductive logical reasoning and methodological processes.
(b)✓ Ability to articulate the critical thinking outcomes in writing and/or speaking or by other modes of communication.
(c) Ability to analyze one's own actions, to see the perspective of other persons, and to work effectively with others in groups.
(d) Ability to understand one's role in society, take responsibility for one's own actions, make ethical decisions in complex situations, and participate actively in a diverse democracy.
(e) None of these

18. Identify the role 'Self-awareness and Interpersonal Skills' in SLOs?
(a) Ability to analyze problems, conceptualize theses, develop arguments, weigh evidence, and derive conclusions. This

outcome includes both inductive and deductive logical reasoning and methodological processes.
(b) Ability to articulate the critical thinking outcomes in writing and/or speaking or by other modes of communication.
(c)✓ Ability to analyze one's own actions, to see the perspective of other persons, and to work effectively with others in groups.
(d) Ability to understand one's role in society, take responsibility for one's own actions, make ethical decisions in complex situations, and participate actively in a diverse democracy.
(e) None of these

19. What is the importance of 'Personal Actions and Civic Responsibility' in SLOs?
(a) Ability to analyze problems, conceptualize theses, develop arguments, weigh evidence, and derive conclusions. This outcome includes both inductive and deductive logical reasoning and methodological processes.
(b) Ability to articulate the critical thinking outcomes in writing and/or speaking or by other modes of communication.
(c) Ability to analyze one's own actions, to see the perspective of other persons, and to work effectively with others in groups.
(d)✓ Ability to understand one's role in society, take responsibility for one's own actions, make ethical decisions in complex situations, and participate actively in a diverse democracy.
(e) None of these

0. 'Global Awareness' is the major element of improving the standards of SLOs:
(a)✓ Ability to articulate similarities and contrasts among cultures, times and environments, demonstrating understanding of cultural pluralism and knowledge of global issues.
(b) Ability to understand the applications and implications of technology and to use technology in ways appropriate to the situation. This outcome includes information and competency skills.
(c) (a) & (b) (d) None of these

21. What is the value of 'Technological Awareness' in SLOs?
(a) Ability to articulate similarities and contrasts among cultures, times and environments, demonstrating understanding of cultural pluralism and knowledge of global issues.
(b)✓ Ability to understand the applications and implications of technology and to use technology in ways appropriate to the situation. This outcome includes information and competency skills.
(c) (a) & (b) (d) None of these

22. What are the components of Program-Level Student Learning Outcomes?
(a) Oral and Written Communication
(b) Oral and Written Communication
(c) Tutor Education Program
(d) Tutor Education Program
(e)✓ All of the above

23. 'Oral and Written Communication' is important factor of SLOs:
(a)✓ Write an essay that responds persuasively and insightfully to a current societal issue.
(b) Select a speech being delivered by a prominent world figure or community leader and critically evaluate it using the principles of good oral communication.

(c) Plan effective tutoring sessions using a variety of strategies.
(d) Use effective interpersonal skills to adapt the learning environment to the needs and learning styles of the tutee.
(e) None of these

24. What is importance of 'Oral and Written Communication' in SLOs?
(a) Write an essay that responds persuasively and insightfully to a current societal issue.
(b)✓ Select a speech being delivered by a prominent world figure or community leader and critically evaluate it using the principles of good oral communication.
(c) Plan effective tutoring sessions using a variety of strategies.
(d) Use effective interpersonal skills to adapt the learning environment to the needs and learning styles of the tutee.
(e) None of these

25. What is the value of 'Tutor Education Program' in SLOs?
(a) Write an essay that responds persuasively and insightfully to a current societal issue.
(b) Select a speech being delivered by a prominent world figure or community leader and critically evaluate it using the principles of good oral communication.
(c)✓ Plan effective tutoring sessions using a variety of strategies.
(d) Use effective interpersonal skills to adapt the learning environment to the needs and learning styles of the tutee.
(e) None of these

26. In which way 'Tutor Education Program' is effective in SLOs:
(a) Write an essay that responds persuasively and insightfully to a current societal issue.
(b) Select a speech being delivered by a prominent world figure or community leader and critically evaluate it using the principles of good oral communication.
(c) Plan effective tutoring sessions using a variety of strategies.
(d)✓ Use effective interpersonal skills to adapt the learning environment to the needs and learning styles of the tutee.
(e) None of these

27. The process of SLOs involves the steps:
(a) Develop student learning outcomes.
(b) Identify a method to assess each of the student learning outcomes developed.
(c) Engage in the teaching-learning process.
(d) Assess whether or not the student learning outcomes are achieved.
(e) Evaluate the assessment technique and the level at which the outcomes are achieved.
(f) Make appropriate changes to the program, as needed, to achieve desired outcomes.
(g) Evaluate student learning outcomes in the regular program review process.
(h)✓ All of the above

28. Student learning outcomes (SLOs) are the specific observable:
(a) Measurable results
(b) Learning experience
(c)✓ (a) & (b) (d) None of these

29. SLOs may involve:
(a) Knowledge (cognitive)
(b) Skills (behavioral)
(c) Attitudes (affective)
(d)✓ All of the above

30. What types of items SLOs describe:
(a) A student's ability
(b) Skill of the students
(c) Learning level
(d)✓ All of the above

31. Which item identifying Student Learning Outcomes (SLOs):

(a) The national curriculum has identified the student learning outcomes to be achieved for each topic
(b) Identifying the student learning outcomes helps you to clarify the knowledge, skills and attitudes/values to be developed
(c)✓ (a) & (b) (d) None of these

32. Student learning outcomes should:
(a) Represent a fundamental result of the course of study or program-does it assess what is most important?
(b) Clearly describe what students are asked to do using action verbs (write an essay, complete a laboratory exercise, compose an original piece of music or art)
(c) Ask students to apply what they have learned by producing something
(d) Include a time frame for students to accomplish this goal (end of second year, end of program)
(e) Be specific and measurable
(f)✓ All of the above

32. Knowledge outcomes means:
(a)✓ Address content and methods of the discipline
(b) Describe the techniques and approaches required for work in the discipline
(c) May address commitment, appreciation, or openness.
(d) None of these

33. Skills outcomes means:
(a) Address content and methods of the discipline
(b)✓ Describe the techniques and approaches required for work in the discipline
(c) May address commitment, appreciation, or openness.
(d) None of these

34. Attitude outcomes means:
(a) Address content and methods of the discipline
(b) Describe the techniques and approaches required for work in the discipline
(c)✓ May address commitment, appreciation, or openness.
(d) None of these

35. Which thing is identify by the student learning outcome
(a) Learning outcomes identify what the learner will know and be able to do by the end of a course or program
(b) Identify one skill that you think would be essential to know or do by the end of this learning period
(c)✓ (a) & (b) (d) None of these

36. Spady, (1994), an ______ who spearheaded the development of outcomes based education, suggests that the ability demonstrate learning is the key point:
(a)✓ Educational researcher
(b) Sociological researcher
(c) Law researcher
(d) None of these

37. An outcome statement that incorporates the knowledge within a performance demonstration might include:
(a) The learner will have demonstrated the ability to make engine repairs on a variety of automobiles.
(b) In the above statement, the ability to make engine repairs implies that the person has the requisite knowledge to do so.
(c)✓ (a) & (b) (d) None of these

38. Learning outcomes refer to observable and measurable:
(a) Knowledge (b) Skills
(c) Attitudes
(d)✓ All of the above

39. The successful student has reliably demonstrated the ability to:

(a) Administer medications according to legal guidelines
(b) Make pricing decisions using relevant cost and profitability factor
(c)✓ (a) & (b) (d) None of these

40. Characteristics of Learning Outcomes should:
(a) Reflect broad conceptual knowledge and adaptive vocational and generic skills
(b) Reflect essential knowledge, skills or attitudes
(c) Focus on results of the learning experiences
(d) Reflect the desired end of the learning experience, not the means or the process
(e) Represent the minimum performances that must be achieved to successfully complete a course or program
(f) Answer the question, "Why should a student take this course anyway?"
(g)✓ All of the above

41. Learning outcomes reflect a movement toward outcomes based learning (OBL) in:
(a) Elementary
(b) Secondary and post secondary educational systems
(c)✓ (a) & (b) (d) None of these

42. Outcomes-based education is thought to provide greater:
(a) Consistency - in course offerings across the educational system
(b) Accountability - expectations for learning are clearly stated, and frequent assessment processes help both teacher and student identify progress toward meeting the outcomes
(c) Accessibility - clearly defined outcomes enable learners to demonstrate achievement of those outcomes through prior learning assessment processes
(d)✓ All of the above

43. Ability to work in teams:
(a) Effective communication
(b) Ability to solve problems
(c)✓ (a) & (b) (d) None of these

44. In the college system, learning outcomes are written at the:
(a) Program level
(b) Course level
(c)✓ (a) & (b) (d) None of these

45. 'Learning Outcomes' in the college system may express:
(a) Vocational Skills
(b) Generic Skills
(c) General Education
(d)✓ All of the above

46. Guidelines for Writing Course Learning Outcomes:
(a) State clear expectations - learners know what they have to do to demonstrate that they have achieved the learning outcomes
(b) Represent culminating performances of learning and achievement; (meaning the highest stage of development, or exit, end performance)
(c) Describe performances that are significant, essential, and verifiable; (meaning that performances can be verified or observed in some way and that they represent more than one small aspect of behavior; this also means that the performance is considered to be essential for success in the course)
(d) Preferably state only ONE performance per outcome
(e)✓ All of the above

47. What are the major features for writing course learning outcome?
(a) Refer to learning that is transferable; (meaning that the learning can readily be transferred from a class to a work place environment, or from one workplace environment to another, etc.)

(b) Not dictate curriculum content; (meaning that there could be a number of different ways to achieve the outcome.)

(c) Reflect the overriding principles of equity and fairness and accommodate the needs of diverse learners.

(d) Represent the minimal acceptable level of performance that a student needs to demonstrate in order to be considered successful.

(e)✓ All of the above

48. Learning Outcome statements may be broken down into how many main components:

(a) An action word that identifies the performance to be demonstrated

(b) A learning statement that specifies what learning will be demonstrated in the performance

(c) A broad statement of the criterion or standard for acceptable performance

(d)✓ All of the above

49. What are the performance elements which may include?

(a) Identifies assumptions underlying various points of view

(c) Presents a cogent argument with supporting evidence.

(c)✓ (a) & (b) (d) None of these

50. Which major points contains in checklist for integration of learning outcomes:

(a) I know what the learning outcomes are for my course and program.

(b) I have designed learning activities and resources which reflect the learning outcomes.

(c) I have designed assessment/evaluation strategies with feedback opportunities for students.

(d) The evaluation strategies reflect the learning outcomes.

(e)✓ All of the above

51. Course Learning Outcomes contain:

(a) Reflect what the faculty and the community collectively identify as the essential knowledge, skills and attitudes required by practitioners in the subject area Instructional Objectives

(b) Describe in detail the behaviors that students will be able to perform at the conclusion of a unit of instruction such as a class, and the conditions and criteria which determine the acceptable level of performance

(c)✓ (a) & (b) (d) None of these

52. If you work in a postsecondary educational system, you may participate in this process by:

(a) Identifying a learner who would benefit from a PLA process

(b) Assess a learner who has requested a PLA process

(c)✓ (a) & (b) (d) None of these

53. Mention the general dimensions of learning outcomes are commonly identified:

(a) Knowledge outcomes pertain to grasp of fundamental cognitive content, core concepts or questions, basic principles of inquiry, a broad history, and/or varied disciplinary techniques.

(b) Skills outcomes focus on capacity for applying basic knowledge, analyzing and synthesizing information, assessing the value of information, communicating effectively, and collaborating.

(c) Attitudes and values outcomes encompass affective states, personal/professional/social values, and ethical principles.

(d) Behavioral outcomes reflect a manifestation of knowledge, skills, and attitudes as evidenced by performance, contributions, etc.

(e)✓ All of the above

54. Major types of student learning outcome based on:

(a) Knowledge (b) Skills

(c) Behaviour

(d)✓ All of the above

55. Program goals reflect broad, non-specific categories of learning:

(a) Critical thinking

(b) Communication

(c) Science literacy

(d) Multicultural literacy

(e)✓ All of the above

56. Why are learning outcomes important?

(a) When students know what is expected of them, they tend to focus their studying time and energy better, thus improving learning.

(b) Student learning outcomes support a "learner-centered" approach to instructional activity; emphasis is on the types of experiences students must have to be able to achieve expected outcomes rather than "coverage of topics" within the curriculum.

(c)✓ (a) & (b) (d) None of these

57. How are student learning outcomes written?

(a) Demonstrate an understanding of culture and society.

(b) Critically analyze a literary text.

(c) Distinguish among a variety of genres or primary and historical texts and use them appropriately and effectively in academic work.

(d) Apply physical principles to real-world problems.

(e)✓ All of the above

58. As you work on establishing your program's learning outcomes, the which recommendations may also be useful:

(a) Attend to the most important goals for undergraduates in your major, framing outcomes in terms of what students will be able to demonstrate rather than on what faculty teach.

(b) Focus on what students should know, be able to do, and/or be like after they have successfully completed your program, not on what they do on the way to completing the program.

(c)✓ (a) & (b) (d) None of these

59. An effective outcomes assessment plan is:

(a) Grounded in the alignment between core curricular offerings and expected student learning outcomes

(b) Designed to generate meaningful evidence that can be readily evaluated

(c) Developed so that it is both manageable in scale and scope and adaptable to support evolving program needs and interests

(d) Accompanied by a timeline that helps program faculty prioritize various aspects of the assessment work and meet key target dates relative to the timing of departmental self-reviews and 8-year program reviews

(e) Endorsed by the program faculty at large as a potentially valuable mechanism for sharing insights about teaching and learning and creating processes for linking these insights with

continuous program improvement.

(f)✓ All of the above

60. In SLOs question you may want to address include:
 (a) What are the most valuable insights gained from the assessment results?
 (b) What are the most important conclusions about the results?
 (c) What strengths (and weaknesses) in student learning do the results indicate?
 (d) What implications are there for enhancing teaching and learning?
 (e)✓ All of the above

61. Determine the effectiveness and limitations of the assessment process. Questions to consider could include:
 (a) Did the process define, as well as answer, questions that are important to understanding and enhancing student learning? If not, why?
 (b) Were faculty and students motivated to participate in the assessment process? If not, why?
 (c) Were the assessment methods easily implemented? If not, what improvements could be made?
 (d) In what ways was the assessment process especially effective?
 (e) What should (or will) change about the process? Why?
 (f)✓ All of the above

Learning outcomes covers:
 (a) SLOs are statements that specify what students will know, be able to do or be able to demonstrate when they have completed or participated in a program/activity/course/project.
 (b) Outcomes are usually expressed as knowledge, skills, attitudes or values.
 (c) Learning Outcomes are goals that describe how a student will be different because of a learning experience. More specifically, learning outcomes are the knowledge, skills, attitudes, and habits of mind that students take with them from a learning experience.
 (d)✓ All of the above

63. Essential steps connect your 'Learning to Student Outcomes':
 (a) Identify student learning priorities with specificity
 (b) Determine what educators need to know and be able to do to ensure students meet their learning goals
 (c) Plan the professional learning agenda
 (d)✓ All of the above

64. SLOs is a:
 (a) A vital component of the Teacher Keys Effectiveness System is Student Growth and Academic Achievement.
 (b) Tested subjects include reading, English language arts, mathematics, science, and social studies for grades 4-8 and all high school courses for which there is an End-of-Course Test (EOCT).
 (c)✓ (a) & (b) (d) None of these

65. By which method annual academic progress made by student enhanced:
 (a)✓ By using SLOs
 (b) By using sportsmanship
 (c) By visiting library for general books
 (d) None of these

============

Curriculum
(Study Material)

The term curriculum refers to the lessons and academic content taught in a school or in a specific course or program. In dictionaries, *curriculum* is often defined as the courses offered by a school, but it is rarely used in such a general sense in schools. Depending on how broadly educators define or employ the term, curriculum typically refers to the knowledge and skills students are expected to learn, which includes the learning standards or learning objectives they are expected to meet; the units and lessons that teachers teach; the assignments and projects given to students; the books, materials, videos, presentations, and readings used in a course; and the tests, assessments, and other methods used to evaluate student learning. An individual teacher's curriculum, for example, would be the specific learning standards, lessons, assignments, and materials used to organize and teach a particular course.

Curriculum is:

1. That which is taught in schools
2. A set of subjects.
3. Content
4. A program of studies.
5. A set of materials
6. A sequence of courses.
7. A set of performance objectives
8. A course of study
9. Is everything that goes on within the school, including extra-class activities, guidance, and interpersonal relationships.
10. Everything that is planned by school personnel.
11. A series of experiences undergone by learners in a school.\
12. That which an individual learner experiences as a result of schooling.

Curriculum Definitions:

1. A curriculum can be defined as a plan for action or a written document that includes strategies for achieving desired goals or ends. (Tyler)
2. A curriculum usually contains a statement of aims and specific objectives. It indicates some selection and organization of content; it either implies or manifests certain patterns of learning and teaching... finally it includes a programme of evaluation of the outcomes.
3. A plan for providing sets of learning opportunities for persons to be educated. (Saylor)
4. Curriculum is an organized set of formal education and/or training intentions. (Pratt).
5. A plan for learning whereby objectives determine what learning is important. (Wiles & Bondi)
6. Curriculum is the planned experiences offered to the learners under the guidance of the school. (Wheeler)
7. The curriculum consists of the ongoing experiences of children under the guidance of the school. It represents a special environment for helping children achieve self-realization through active participation within the school. (Shepherd & Ragan)
8. A programme the school offers to its students ... a preplanned series of educational hurdles ... an entire range of experiences a child has within school. (Eisner)

9. The planned and guided learning experiences and intended outcomes, formulated through the systematic reconstruction of knowledge and experience, under the auspices of the school, for the learner's continuous and willful growth in personal-social competence. (Tanner & Tanner).
10. Curriculum is a plan for achieving intended learning outcomes, with what is to be learned and the results of instruction.
11. The curriculum of a school is the totality of the experiences that a school plans for its pupils. It is not restricted to courses; extracurricular activities and auxiliary services such as guidance and health services are also part of the curriculum. On the other hand the curriculum does not include everything the students learn in school.
12. Curriculum is an explicitly and implicitly intentional set of interactions designed to facilitate learning and development and to impose meaning on experience. The explicit intentions usually are expressed in written curricula and in courses of study; the implicit intentions are found in the 'hidden curriculum' by which we mean the roles and norms that underlie interactions in the school. (Miller and Seller)
13. The curriculum can be defined as a course of learning activities set out for the learner to perform to make him achieve certain goals prescribed by the educational system. The curriculum generally includes all subjects and activities over which the school has responsibility. It also defines the limits within which certain types of learning are to take place. It denotes those experiences and activities which are devised by the school or other institutions of learning for the purpose of changing a learner's behaviour, acquiring or reinforcing certain skills and preparing him to fit properly into his society. (Robinson).

Types of Curriculum:

1. Informal Curriculum: Activities that occur outside of regular school hours, during breaks of lunch time, after school and sometimes on weekends, are also sources of learning and constitute the informal curriculum. These are sometimes referred to as extra-curriculum or co-curricular activities and are therefore treated in a different way from the activities of the formal curriculum.

2. Hidden Curriculum According to Kelly: Educationists speak of the 'hidden curriculum' by which they mean those things which pupils learn at school because of the way in which the of the school is planned and organized but which are not in themselves overly included in the planning or even in the consciousness of those responsible for school arrangements.

3. Actual or Received Curriculum: These terms are often used interchangeably. This view of curriculum acknowledges that a definition of curriculum out to embrace all the learning that results from the experience of schooling. This includes not only learning that is explicitly planned in the formal curriculum, but also unplanned learning that is a by-product of planning and practice and is learnt through the hidden curriculum.

Examples of this are social roles, sex roles and certain attitudes and values. For this reason, some writers prefer to make a distinction between the official curriculum and the actual curriculum or between planned and the received curriculum. The official or planned curriculum refers to what is openly acknowledged and often written down while the actual or received curriculum is the full range of pupils' experiences in school.

4. Total Curriculum: The curriculum offered by a school to students should not be simply a collection of separate bits of information and unrelated experiences. Schools need to be

concerned with a 'total curriculum'. There must be vertical and horizontal organization of the curriculum elements.

5. Vertical Organization ensures sequence and continuity within a given subject area, not only for a particular grade but also between grades. One example of vertical organization is placing 'the family' in the grade 1 social studies curriculum and 'the community' in Grade 2. Another form of vertical organization is where subject curricula are organized so that the same topics are treated in different grades but increasingly more difficult levels. This corresponds to Bruner's idea of the spiral curriculum.

6. Horizontal organization is concerned with side by side relationships or integration, that is, how one area of the curriculum relates to another; for example, how topics in mathematics relate to topics in science.

Curriculum – MCQs – I

Write the correct answer:

1. ______ plays a vital role in attaining the aims and objectives of education.
   (a) Curriculum (b) Learning
   (c) Activities (d) Syllabus
2. ______ the curricular and co-curricular trends in our institutions i.e. the courses of study.
   (a) Curriculum (b) Learning
   (c) Activities (d) Syllabus
3. The objectives of "______, are the methodology of teaching, including teaching aids, and evaluation methods.
   (a) Chemistry (b) Physics
   (c) Sociology (d) Education
4. The word 'curriculum' is derived from the ______ word currere, which means "run".
   (a) Greek (b) English
   (c) Latin (d) Chinese
5. ______ in its broadest sense includes the complete school environment, involving all the course, activities, reading and associations, furnished to the pupils in school.
   (a) Syllabus (b) Learning
   (c) Curriculum
   (d) None of these
6. Regarding the various definitions, images and conceptions ______ the parable of a blind men (of course here there are no blind men) and the elephant seems fitting. Each of several blind men touched a different part of the body of the elephant. One grasped the leg and described that an elephant was like a tree, another touched the trunk and described the elephant as a large snake, another examined the ear and thought of a huge fan, still another felt the tusk and likened the elephant to a sharp spear. What about this Para?
   (a) Syllabus (b) Curriculum
   (c) Learning
   (d) None of these
7. In the words of ______, the school curriculum becomes what it is in any school at any given moment because of social setting; the ideas and commitment of individuals; and the skill, understanding and strategy of those concerned with change.
   (a) Herbert Spencer
   (b) Kimball Wiles
   (c) Charles Beck
   (d) None of these
8. Curriculum has been viewed as under:
   (a) Curriculum as Content, or Subject Matter
   (b) Curriculum as a Programme of Planned Learning Activities
   (c) Curriculum as Intended Learning Outcomes
   (d) Curriculum as Cultural

Reproduction

(e) Curriculum as Cultural Preservation

(f) Curriculum as Experience

(g) Curriculum as Discrete Tasks and Concepts

(h) All of the above

9. ______ define curriculum as the sum total of student activities which the school sponsors for the purpose of achieving its objectives:

(a) Alberty A. and Alberty E.

(b) H. Robert Beck

(c) W. Waller Cook

(d) None of these

10. In the words of ______, "Curriculum is the sum of the educational experiences that children have in school".

(a) Alberty A

(b) H. Robert Beck and W. Waller Cook

(c) F. Bobbit

(d) None of these

11 According to ______, "Curriculum is that series of things which children and youth must do as experience by way of developing abilities to do things well that make up the affairs of adult life; and to be in all respects what adults should do":

(a) F. Bobbit (b) Alberty A

(c) R. Doll

(d) None of these

12. According to ______, "Curriculum can refer to the total structure of ideas and activities, developed by an educational institution to meet the needs of students and to achieve desired educational aims".

(a) Derek Rowntree

(b) Alberty A (c) F. Bobbit

(d) None of these

13. The major characteristics of Curriculum are:

(a) Totality of subject matter

(b) Curriculum is not an end in itself

(c) Total institutional environment

(d) Totality of experiences

(e) Mirror of educational trend and development of balance personality

(f) Mirror of philosophy of life and dynamic achievement of goals

(g) All of the above

14. The components of curriculum, according to ______, are the goals, objectives, content, processes, resources and means of evaluation of all the learning experiences planned for pupils both in and out of school and community through classroom instruction and related programmes (for example field trips, library programmes, work experience education, guidance and extra classroom activities):

(a) K.A. Leithwood

(b) Agnes. S. Robinson

(c) Alberty A

(d) None of these

15. According to K.A. Leithwood curriculum encompasses educational philosophy, values, objectives, organizational structures, materials, teaching strategies, student experiences, and assessment and learning outcomes:

(a) Programme of studies or educational programme

(b) Programme of Activities

(c) Programme of Guidance

(d) All the above

16. ______ is defined as a list of the content of a course the work simply means collections. Syllabus usually specifies the content, learning outcomes and time allocations for various topics:

(a) Curriculum (b) Syllabus

(c) Learning

(d) None of these

17. ______ of study is defined as the series of planned units related to each other. In course of study organized subject is covered with specified mind, teaching goods & suggestion for instructional strategies:

(a) Syllabus (b) Course

(c) Learning

(d) None of these

18. Curriculum development process consists of various phases or elements. The curriculum planners have to consider all these phases while working on such process. According to ______, the elements of curriculum development are philosophy, society, aims, educational administrators, school organization, are teaching material, teacher's role and teaching methods.

(a) J.S. Farranta

(b) Lawton D

(c) Roberts Charles

(d) None of these

19. In the words of ______, the elements of curriculum are the goals, objectives, content, processes, resources, and means of evaluation.

(a) Lawton D

(b) J.S. Farranta

(c) Roberts Charles

(d) None of these

20. Wheeler has given the following elements of curriculum as:

(a) The selection of aims, goals and objectives

(b) The selection of learning experiences calculated to help in the attainment of these aims, goals and objectives

(c) The selection of content (subject matter) through which, certain types of experience may be offered

(d) The organization and integration of learning experiences and content with respect to the teaching learning process within school and classroom

(e) Evaluation of the effectiveness of all aspects of phases 2,3, and 4 in attaining the goals detailed in phase I

(f) All of the above

21. Taking into consideration the educational system in Pakistan curriculum must have the following important basic factors:

(a) Situational analysis

(b) Setting the objectives

(c) Content

(d) Learning experiences

(e) Evaluation

(f) All of the above

22. Guba and Stufflebeam (1970) identified following types of decisions, which are involved in curriculum evaluation

(a) Planning (objectives to be selected)

(b) Planning procedure (personnel, method and material to employ).

(c) Implementing procedures (whether to continue, modify or abandon a procedural plant plan)

(d) Outcomes (extent of achievements of targets or objectives)

(e) All of the above

23. The following points demonstrate the importance of curriculum:

(a) Achievement of educational aims and fixing limits

(b) Development of democratic values and development of citizenship

(c) Development of character

(d) Satisfaction of needs and criteria of suitable teachers

(e) Selection of suitable methods

and acquisition of knowledge
(f) Development of personality and reflecting trends in education
(g) All of the above

24. The curriculum foundations may be defined as those basic forces that influence and shape the minds of curriculum developers and enhance the content and structure of the subsequent ______.
(a) Syllabus (b) Course
(c) Learning (d) Curriculum

25. ______ is the pursuit of wisdom and knowledge. It is the study of realities and general principles. It concerns with the research of internal truths.
(a) Sociology
(b) Anthropology
(c) Geography
(d) Philosophy

26. ______ provides systematic procedure for clarifying issues and problems and making decisions on critical points of curriculum development.
(a) Sociology
(b) Anthropology
(c) Geography
(d) Philosophy

27. Philosophical work can aid curriculum development in many ways but it is particularly useful in helping us to understand:
(a) Nature of educational objectives
(b) The structure or inter-relationship of the objectives
(c) Nature of curriculum activities
(d) All of the above

28. According to ______ "Philosophy is the ability to feel at ease in any society."
(a) M. Rashid (b) K.A. Gaba
(c) Guba (d) Aristippus

29. According to ______, "Philosophy seeks to give knowledge of the whole".
(a) M. Rashid (b) K.A. Gaba
(c) Guba
(d) Kabir Humayun

30. There are following philosophical categories that have particular relevance for curriculum development:
(a) Ontology (The Nature of Reality)
(b) Epistemology (The Nature of the Knowledge)
(c) Axiology (The Nature of Value)
(d) All of the above

31. Evaluating (investigating) the behaviour of human being, curriculum developers, therefore, can draw upon psychology, particularly educational psychology, for at least five areas of information.
(a) Educational objectives
(b) Student characteristics
(c) Learning process
(c) Teaching methods
(d) Evaluation procedures
(e) All of the above

32. In selecting learning experiences, the curriculum developers should take an account of:
(a) Learning theories and personality
(b) Individual differences amongst students
(c) Motivational strategies and teaching style
(d) Cognitive and affective development
(e) Group dynamics and earning styles
(f) Teaching methodology
(g) All of the above

33. Educational psychologists, as well as other educators, have been concerned with such evaluation issues as:
(a) Norm-referenced assessment or criterion referenced assessment
(b) The role of formative evaluation
(c) Appropriate instruments to measure student's performance
(d) Determination of teacher's effectiveness
(e) All of the above

34. The curriculum for modernizing the society stressed the following:
(a) Restructuring contents of the various subjects in the light of modern development in science and technology.
(b) Adopting new methods of teaching
(c) Encouraging activities for awakening curiosity and developmental interests, attitudes and values and the building up of such essential skills as independent study and capacity to think and judge for oneself.
(d) All of the above

35. Curricula according to designs, which may be categorized as:
(a) Core Curriculum
(b) Teacher Centered Curriculum
(c) Learner Centered Curriculum
(d) Activity Based Curriculum and Integrated Curriculum
(e) All of the above

36. Activity based curriculum theory may be further sub-divided into:
(a) Overt activity conception
(b) Centre of interest conception
(c) Purpose conception.
(d) All of the above

37 Numerous curriculum projects were developed. Among the more well known are:
(a) Biological Sciences Curriculum Study
(b) Social Studies
(c) Pakistan Studies
(d) Pakistan Science Education
(e) School Mathematics Study
(f) Individualised Science Instruction System
(g) All of the above

38. Any curriculum is based on views such as:
(a) What is meant by education and its aims.
(b) The nature of knowledge
(c) The nature of society
(d) The role of school in the society
(e) The nature of children and how they learn
(f) What it means to teach
(g) All of the above

39. Guba and Stufflebeam (1970) identify four types of decisions, which are involved in curriculum evaluation. Certain features of their work are useful as an organizing framework for examining curriculum evaluation. These types include the decisions about:
(a) Planning intentions, e.g., which objectives to select.
(b) Planning procedure, e.g., which personnel methods and materials to employ.
(c) Implementing procedures, e.g., whether to continue, modify or abandon a procedural plan.
(d) Outcomes e.g., which intentions are realized to what extent and by whom.
(e) All of the above

40. The conceptual model proposed by Ralph Tyler for analyzing and developing a curriculum having the following fundamental points / questions:
(a) What educational purposes should the school seek to attain?
(b) What educational experiences can be provided that is likely to attain these purposes?
(c) How can these educational experiences be effectively organized?
(d) How can we determine whether

these purposes are being attained?
(e) All of the above

41. In his model, Wheeler recommended five steps:
(a) Selection of aims, goals and objectives.
(b) Selection of learning experiences
(c) Selection of content
(d) Organization and integration of learning experiences and content
(e) Evaluation
(f) All of the above

42. Curriculum revision/development is ideally an ongoing assessment, planning and design, teacher training, materials, implementation monitoring feedback and evaluation, the curricula renewal is based on the following broad areas of concern.
(a) To incorporate changes at national and global level, to prepare our children for further job market within existing economic sustainable national development.
(b) Incorporating issues of global significance include, environment change, degradation, population control, gender issues, and international understanding and cooperation.
(c) Fostering respect for prevention of cultural tradition and indigenous values and ways of life.
(d) Fostering of moral values through Islamic principles and ethics among pupils.
(e) Promoting democratic values and respect for identity and appreciation of cultural diversity that characterizes Pakistani society and the broader global society.
(f) To introduce competency based curricula by defining mini process involved in learning competencies at both primary and secondary level.
(g) All of the above

43. Federal Government taking the following steps to formulate the curriculum:
(a) Design in collaboration with Provincial Curriculum Bureaus initial draft of curriculum in the light of need assessment/survey and send the drafts to NBCT for finalization:
(b) NBCT finalized a unified draft curriculum in the light of the drafts received from the NCDC.
(c) The unified draft is circulated throughout the country for comments. Comments are invited from educational institutions and users/stake holder's parents, communities etc.
(d) The National Curriculum Development Select Committee a subset of NCDC reviews and updates the unified draft in the light of the feedback and recommends approving the draft as National Curriculum.
(e) All of the above

44. Provincial Curriculum Committee composed of:
(a) Representatives of the Provincial Curriculum Centres
(b) Supervisors
(c) Teachers
(d) Educational Administrators
(e) Subject Specialists from the Schools, Colleges, Universities and other Research Organizations
(f) Representatives of the Textbook boards
(g) Representatives of the Boards of Intermediate and Secondary Education
(h) Teacher Trainers
(i) All of the above

45. In addition to development of Textbooks, the Provincial Textbook Boards are conducting the following functions:
(a) Research and surveys of textbooks by the staff of Textbook Board.
(b) Training of Authors, writers, designers, etc., of the textbooks. The Curriculum Wing in addition to approving the manuscripts of the textbooks is performing the following programmes:
(i) Development of Experimental edition of primary school textbooks.
(ii) Improvement in quality of printing and award of prizes.
(iii) Development of supplementary readers.
(iv) Promotion of concept for use of multiple textbooks.
(c) Both (a) & (b)

46. Promotion of Teacher Training in the country through:
(a) Up-dating curricula and training methodology for both pre-service and in-service training.
(b) Conceiving, developing, selling and implementation of development schemes for the promotion of Teacher Training in terms of both physical and software.
(c) Production of materials for in-service training of teachers such as guides, learning modules, lesson plans etc.
(d) Crash training programmes for secondary school teachers in basic sciences and mathematics.
(e) Training of Master Trainers of lower secondary school teachers in General Science, Mathematics and English.
(f) Mobile Workshops for Elementary School Teachers in production of low cost teachers aids.
(g) Training of Primary, Middle and Secondary level teachers in population education at selected district level.
(h) All of the above

47. Evaluation through:
(a) To evolve a system of selection for professional education, viz NETS.
(b) Development of objective type test from items pools in selected subjects at secondary level.
(c) To help BISEs in training of examiners for conduct of valid and reliable examinations.
(d) To collaborate with I.B.C. in maintaining uniformity and upholding standards.
(e) All of the above

48. In collaboration with National Bureau undertakes problems, which include:
(a) Study of the curriculum concepts in selected subjects in relation to the mental level of children.
(b) Development of graded vocabulary for primary school children.
(c) Study of primary school curriculum with special focus on:
(i) Integrated curriculum
(ii) Moral education
(iii) Work oriented education
(iv) Work load of the pupils

(v) Students/teacher competencies
(vi) Assessment of learning achievements of children

(d) Study of alternative methods of imparting literacy programmes at primary level
(e) All of the above

49. The Curriculum Wing has addressed the following issues of global significance:
(a) Population Education
(b) Drug Education
(c) Environmental Education
(d) Values Education
(e) All of the above

50. There must be the following features in a good and standardized book:
(a) A good textbook is that which is according to the objectives of the syllabus
(b) A book must fulfill the requirements of the subject, and the level for which it is written.
(c) In a standard book, all the topics are present in a specific content.
(d) A book should be written according to mental level of the students of that stage.
(e) All these information and the material included in the book should be correct, based on reality and should be doubtless.
(f) The including information and material in a good book is always presented in simple and comprehensive language.
(g) A book is the guaranteed of security and publication code of philosophy of living and religious values and traditions of a nation.
(h) Pictures, maps, and graphs, are used to make the material interesting and explainable.
(i) There are exercises to overcome lessons, information, and material provided by it.
(j) The material of the book should free from calligraphically, paragraphical and grammatical mistakes.
(k) A standard paper is used in the publication of good textbooks but the price is fixed according to the approach of the common people.
(l) Such books are lengthy in relevant material and according to the mental level of the students.
(m) The material in such books is present in main and sub-headings.
(n) All of the above

51. According to Seriven, there are ______ forms of curriculum evaluation:
(a) Formative
(b) Summative
(c) Both (a) & (b)
(d) None of these

52. Syllabus is a list of topics of a subject that is prepared for:
(a) Public examination
(b) Fulfillment of national objectives
(c) National education program
(d) All of the above

53. In syllabus:
(a) Details of objectives of education are not provided
(b) Details of content are not provided
(c) Details of methods of teaching are not provided
(d) All of the above

54. The literal meaning of course is:
(a) Path (b) Rose
(c) Light
(d) None of the above

55. The common aim of education is to:
(a) Develop the abilities of the students
(b) Develop personality
(c) Develop the students socially
(d) All of the above

56. Books are the:
(a) Memory of human race
(b) Capital of human race
(c) Intellectual struggle of human race
(d) All of the above

57. The most effective source of knowledge is:
(a) Computer (b) Book
(c) Educational excursion
(d) Seminar

58. A textbook:
(a) Covers the content of a particular educational level
(b) Fulfills the very least educational needs of the students
(c) Discusses details of topics of a particular education level
(d) All of the above

59. In the provinces of Pakistan, Textbook Boards were established in:
(a) 1960 (b) 1961
(c) 1962 (d) 1963

60. A good textbook:
(a) Is harmonized with the objectives of education
(b) Is in accordance with the mental level of the students
(c) Is comprehensive and simple to understand
(d) All of the above

61. The literal meaning of curriculum is:
(a) Path (b) Light
(c) Height
(d) None of the above

62. Curriculum always designed to the needs of:
(a) Teachers (b) Students
(c) Tutors
(d) None of these

63. Curriculum is such a collection of activities and sciences that:
(a) Is provided to the students
(b) Is a source of accomplishment of aims of education
(c) Develops the child personality
(d) All of the above

64. In the educational literature of the Arabs, which of the following stands for curriculum?
(a) Siraat (b) Minhaj
(c) Takasur (d) Alam

65. Learning requires:
(a) Labor (b) Intention
(c) Both (a) and (b)
(d) None of the above

66. Curriculum is:
(a) An educational course of action
(b) A written educational plan
(c) A collection of activities and sciences
(d) All of the above

67. Curriculum:
(a) Helps in the acquisition of aims of education
(b) Trains the students
(c) Leads to the destination of life
(d) All of the above

68. Curriculum includes:
(a) Cognitive development
(b) Moral development
(c) Practical training
(d) All of the above

69. Which of the following point is not included in concept of curriculum?
(a) Curriculum is a formal course of action
(b) Curriculum includes activities and science
(c) Curriculum is confined to textual content
(d) Curriculum includes learning experiences

70. Which of the following enables a student to become socially adjusted?
(a) Curriculum

(b) Observation
(c) Personal experiences
(d) Intuition

71. Curriculum is concerned with the:
(a) Ideology of life
(b) National culture
(c) National history
(d) All of the above

72. The chief source for the accomplishment of the aims of education is:
(a) Teacher (b) Curriculum
(c) Method of teaching
(d) Evaluation

73. Curriculum is:
(a) A continuous process
(b) A circular process
(c) A process of logical order
(d) All of the above

74. There are:
(a) Four elements of curriculum
(b) Three elements of curriculum
(c) Two elements of curriculum
(d) Five elements of curriculum

75. The important components of curriculum are:
(a) Objectives and curricular content
(b) Objective, curricular content and methodology
(c) Objectives, content, methodology and evaluation
(d) Both (a) and (b)

76. Which of the following question is concerned with aims of curriculum?
(a) What do we wish to become a student
(b) What does a society expect from education
(c) Which type of persons a society needs
(d) All of the above

77. The curricular objectives have:
(a) Psychological justification
(b) Social justification
(c) Economic justification

(d) All of the above

78. The objectives of education clearly defines:
(a) Why the students are being educated
(b) Where a nation is leading
(c) Which expectations are being fulfilled
(d) All of the above

79. The students:
(a) Do not respond without a stimulus
(b) Fulfill the expectations of a nation
(c) Are the significant element of education
(d) All of the above

80. In the process of curricular development, the first step is:
(a) The selection of method of teaching
(b) The determination of aim
(c) The selection of curricular content
(d) The selection of the modes of evaluation

81. Because of the curricular objectives:
(a) Teachers and students become aware of their performance
(b) National demands are fulfilled
(c) Ideological foundations are stabilized
(d) All of the above

82. Which of the following points must be considered while determining the objectives of curriculum?
(a) Desires of the individual
(b) Psychological demands of the individual
(c) Social needs of the individual
(d) All of the above

83. Which of the question arises after determination of curricular aims?
(a) Which learning experiences will included in curriculum
(b) Which subject will be included

in the curriculum
(c) Which co-curricular activities will be included in curriculum
(d) All of the above

84. The important aim of education in Pakistan is:
(a) To produce good Muslims
(b) Complete make understanding of Islam to individuals
(c) To promote ideology of Pakistan
(d) All of the above

85. The curricular content should:
(a) Cause cognitive development
(b) Have interests for the children
(c) Cause motivation in the student
(d) All of the above

86. Which of the following should be considered while selecting the content?
(a) Psychological demands of the students
(b) Mental capabilities of the students
(c) Interests of the students
(d) All of the above

87. The curricular content should be:
(a) Linked with life
(b) Utility-oriented
(c) Reliable
(d) All of the above

88. Which of the following question arises out of the selection of curricular content?
(a) How it will be transmitted to the students
(b) How it will help in getting the aims of curriculum
(c) How it will be harmonized with the local traditions
(d) None of the above

89. A teacher should select the teaching methods that are:
(a) Conformed to the cognitive ability of the students
(b) Conformed to the nature of the

content
(c) Conformed to the national ideology
(d) All of the above

90. A teacher should know:
(a) The psychological needs of the students
(b) The use of various methods of teaching
(c) The use of audio-visual aids
(d) All of the above

91. In the process of curricular evaluation:
(a) There is no role of a teacher
(b) Commentary on examination system is useless
(c) Performance of all the elements of curriculum is assessed
(d) Aims of education are not given importance

92. For conducting curricular evaluation:
(a) Formal methods are adopted
(b) Informal methods are adopted
(c) Formal and Informal methods are adopted
(d) None of the above

93. Examinations are linked with:
(a) Formal evaluation
(b) Informal evaluation
(c) Non-formal evaluation
(d) Both (a) and (b)

94. Which of the following is the main cause of the failure in the accomplishment of curricular objectives?
(a) Ineffective method of teaching
(b) Boring and dull content
(c) Difficulty level of content higher than mental level
(d) All of the above

95. Curricular evaluation gives us the:
(a) Knowledge of the abilities of the students
(b) Opportunity to modify the curriculum
(c) Opportunity to evaluate the performance of the teachers

(d) All of the above

96. Which of the following plays an important role in the fulfillment of curriculum?
   (a) Objectives
   (b) Objectives and content
   (c) Objectives, content and methodology
   (d) Objectives, content, methodology and evaluation

97. Due to the mutual integration of the elements of curriculum:
   (a) Aims of education change
   (b) The process of curriculum becomes effective
   (c) The process of learning halts
   (d) Workload of the teacher decreases

98. The four elements of curriculum:
   (a) Play equal role in the accomplishment of curriculum
   (b) Do not play equal role in accomplishment of curriculum
   (c) Influence each other
   (d) Both (a) and (b)

99. During the determination of the curricular objectives:
   (a) Social needs are primarily considered
   (b) Social values are primarily considered
   (c) Now emerging social needs are primarily considered
   (d) All of the above

100. Which of the following factor should be kept in determination of aims of education?
   (a) Activities of the students
   (b) Individual differences of the students
   (c) Developmental needs of the students
   (d) All of the above

101. Curricular content and its related activities are linked with:
   (a) Social needs
   (b) Psychological needs
   (c) Ideological needs
   (d) All of the above

102. If the method of teaching is effective:
   (a) The effects of teaching will be satisfactory
   (b) Accomplishment of instructional objectives will become possible
   (c) The effect of educative process will be permanent
   (d) All of the above

103. If the curricular objectives are being achieved, we will say that:
   (a) The curriculum is effective
   (b) The method of teaching is effective
   (c) Education is effective
   (d) Evaluation is effective

104. The process of curriculum is:
   (a) Dynamic (b) Traditional
   (c) Not flexible
   (d) Not dynamic

105. Good curriculum helps the students in facing the:
   (a) Social problems
   (b) Moral problems
   (c) Cultural problems
   (d) All of the above

106. Good curriculums conforms to the:
   (a) Calendar age of the students
   (b) Mental age of the students
   (c) Needs of the students
   (d) All of the above

107. A good curriculum is:
   (a) Comprehensive
   (b) Student-oriented
   (c) Individual differences-oriented
   (d) All of the above

108. Curriculum should:
   (a) Reflect the national aims
   (b) Be harmonized with national ideology
   (c) Develop the personality of the students
   (d) All of the above

109. Educational evaluation enables a student to know:
   (a) What does he know and what does not
   (b) Which concepts does he know and which does not
   (c) At which level of excellence does he stand
   (d) All of the above

110. Educational evaluation:
   (a) Is linked with aims of education
   (b) Analyses the performance of the educative process
   (c) Guides the process of curricular modification
   (d) All of the above

111. The process of educational evaluation is important because:
   (a) It motivates the students for education
   (b) It motivates the students for learning
   (c) It creates a sense of competition among the students
   (d) All of the above

112. Through the process of educational evaluation the educationist:
   (a) Rearrange the instructional content
   (b) Rearrange the methods of teaching
   (c) Rearrange instructional content and methods of teaching
   (d) None of the above

113. Findings of evaluation are used for which of the following type of research:
   (a) Basic research
   (b) Applied research
   (c) Practical research
   (d) All of the above

114. Measurement is a dimension of:
   (a) Educational evaluation
   (b) Learning
   (c) Method of teaching
   (d) Attitude

115. Educational evaluation helps in:
   (a) Assessing the behavioral changes in the students
   (b) Identifying the instructional errors of the teacher
   (c) Assessing the performance of the students
   (d) All of the above

116. To assess the effectiveness of teaching, a teacher keeps an eye on:
   (a) The classroom activities of the students
   (b) The attention of the students
   (c) The understanding level of the students
   (d) All of the above

117. Which of the following trait is not concerned with measurement?
   (a) Comparison (b) Quantity
   (c) Standard (d) Number

118. The process of curriculum development is continuous and:
   (a) Whirling (b) Conical
   (c) Informative
   (d) None of the above

119. Who said that curriculum consists of four elements:
   (a) Lindwell (b) Mead
   (c) Keer (d) Taba

120. Evaluation is:
   (a) A continuous process
   (b) Limited process
   (c) Not an applied process
   (d) Whirling process

121. Educational evaluation is a process by which:
   (a) A teacher can assess his teaching
   (b) A student can assess his performance
   (c) A teacher and a student can assess their performance
   (d) A head teacher can assess his teaching

122. Measurement is a:
   (a) Quantitative aspect of

evaluation

(b) Standardized aspect of evaluation

(c) Quantitative and standardized aspect of evaluation

(d) None of the above

123. Which of the following is a conduct by which a teacher assesses the level of understanding, interest and attention of the children?

(a) Evaluation

(b) Measurement

(c) Assessment

(d) Examination

124. A test:

(a) Is a combination of statements

(b) Can be a written or in oral form

(c) Evaluates the traits of the students

(d) All of the above

125. ______ of Education defines "Curriculum as all the experiences a pupil has under the guidance of the school"

(a) Blond's Encyclopedia (1969)

(b) Alberty A

(c) F. Bobbit

(d) None of these

126. It is desirable to insure that the interests, ideas, needs and planning of children are utilized in curriculum:

(a) Formation (b) Contribution

(c) Development

(d) Training

127. The word 'curriculum' is derived from the word:

(a) Currere (b) Curreru

(c) Curtereae (d) Currare

128. Word currere means:

(a) Play (b) School

(c) Run (d) None of them

129. What is the main object of Curriculum?

(a) Helps in the acquisition of aims of education

(b) Trains the students

(c) Leads to the destination of life

(d) All of the above

130. Each board either commissions a panel of authors for writing the manuscript or invites the manuscripts through:

(a) Bids

(b) Open Competitions

(c) Different Schemes

(d) None of these

131. The first responsibility of the school staff is to formulate the purposes the school hopes to serve in the lives of:

(a) Teachers (b) Members

(c) Children (d) All of these

132. It is desirable to ensure that the interests, ideas, needs and planning of children are utilized in curriculum:

(a) Formation (b) Contribution

(c) Development

(d) Training

133. There were how many colleges in Pakistan at the time of partition in 1947:

(a) 52 (b) 40

(c) 36 (d) 28

134. There were how many Universities in Pakistan at the time of partition in 1947:

(a) 2 (b) 4

(c) 6 (d) 8

135. Warren Hastings was the first Governor-General of India, who had a working for Bengali and:

(a) English (b) Urdu

(c) Persian (d) Arabic

136. Which curriculum is usually caught between the changing demands of progress and the inertia of tradition?

(a) Introductory curriculum

(b) School curriculum

(c) College curriculum

(d) University curriculum

137. It is essential that the objectives of a school curriculum be determined clearly as a logical prerequisite to

intelligent curriculum:

(a) Planning (b) Development

(c) Progress (d) Training

138. The curriculum of the school programme is called:

(a) Base (b) Heart

(c) Element (d) Part

139. The furnishing and materials of instruction also should be selected and organized for the type of curriculum around which the school programme is:

(a) Adopted (b) Introduced

(c) Developed

(d) Presented

140. Which curriculum has been in a state of flux all over the world?

(a) Education Curriculum

(b) School Curriculum

(c) College Curriculum

(d) University Curriculum

141. Education is a threefold process of imparting knowledge, developing skills and:

(a) Inculcating interests

(b) Inculcating proper

(c) Inculcating proper attitudes and values

(d) Inculcating attitudes and values

142. Which is the national language of Pakistan?

(a) Punjabi (b) Sindhi

(c) English (d) Urdu

143. The curriculum cannot be separated from teaching:

(a) Habits (b) Guidance

(c) Development

(d) Methodology

144. When Charles Grant raised his voice to make English the supreme language of administration to develop betters understanding between the rules and the ruled?

(a) 1892 (b) 1782

(c) 1772 (d) 1792

145. Who said, "A single shelf of a good European library was worth the whole native literature of India and Arabia"?

(a) Lord Macaulay

(b) Charles Grant

(c) Lord Curzon

(d) Warren Hastings

146. When the Indian Education Commission found the curriculum of schools "too academic, narrow, college preparatory, and examination ridden"?

(a) 1876 (b) 1880

(c) 1882 (d) 1885

147. The manuscripts are edited by the 'Provincial Textbook Boards' and sent to the Federal Ministry of Education for seeking approval for their:

(a) Binding (b) Copying

(c) Editing (d) Publication

148. At the secondary stage, diversifications takes place and the students opt for either Science Group or:

(a) General Group

(b) Mathematical Group

(c) English Group

(d) Urdu Group

149. The writing and publishing of textbooks is the responsibility of the Provincial Textbook:

(a) Boards (b) Bureaus

(c) Corporations

(d) Centres

150. The curriculum should utilize both long-run and:

(a) Flexible planning

(b) Day-to-day planning

(c) Changing planning

(d) Strict planning

151. Full-fledged institutes of Education were established at the universities to lay down the basis for continuous:

(a) Research (b) Education

(c) Training (d) Study

152. In border to provide an up-to-date

information and data regarding various aspects of education, who established a Central Bureau of Education?
(a) Central Government
(b) Provincial Government
(c) Ministry of Education
(d) National Commission

153. In the provinces, Education were attached to the:
(a) Education Departments
(b) National Councils
(c) Provincial Governments
(d) Local Authorities

154. There are how many working weeks in a year at primary and secondary levels?
(a) 35 (b) 34
(c) 36 (d) 27

155. When the pattern of curriculum which is being followed today in our universities was proposed by the Calcutta University Commission?
(a) 1935 (b) 1928
(c) 1925 (d) 1919

156. Punjab University located in which city of Punjab:
(a) Lahore (b) Multan
(c) Rawalpindi
(d) Faisalabad

157. Which education was separated from the Universities and Boards of Intermediate and Secondary Education were established?
(a) Physical Education
(b) Technical Education
(c) Secondary Education
(d) Intermediate Education

158. In case of Federal Universities, who is the Chancellor?
(a) Prime Minister
(b) Chairman Senate
(c) President
(d) Speaker National Assembly

159. Which additional facilities were provided to the universities to strengthen their teaching programmes?
(a) Training (b) Physical
(c) Research (d) Technical

160. Which teachers were given ample opportunities for studies abroad?
(a) University
(b) College
(c) Secondary School
(d) Technical

161. The Vice Chancellor shall be appointed by the:
(a) President (b) Prime Minister
(c) Governor (d) Chief Minister

162. By whom approval, the curricula is published and distributed amongst the universities and colleges for adoption?
(a) Vice Chancellor's Committee
(b) National Curriculum Revision Committee
(c) National Academy of Higher Education
(d) Task Group Committee

163. When University Grants commission (a federal level body) was established in Islamabad (Now HEC)?
(a) 1968 (b) 1972
(c) 1974 (d) 1973

164. The teacher training institutions were improved both in terms of equipment and:
(a) Building (b) Staff
(c) Funds (d) Training

165. Allama Iqbal Open University main campus located in which city of Pakistan:
(a) Islamabad
(b) Lahore
(c) Multan (d) Karachi

166. When the federal funding of the universities was introduced and recurring budget is also allocated to the universities from the federal budget of education?
(a) 1976 (b) 1972
(c) 1980 (d) 1973

167. The University Grants Commission is headed by a chairman, and assisted by the whole-time member, honorary member, ex-officio member, advisers and (now HEC – Higher Education Commission):
(a) Trainers (b) Managers
(c) Directors (d) Lawyers

168. In the absence of the Chancellor, who shall preside at the Convocation of the University?
(a) Governor
(b) Chief Minister
(c) Vice Chancellor
(d) Any Director

169. Audio-visual aids were provided in collaboration with:
(a) World Bank
(b) UNESCO
(c) Central Government
(d) IMF

170. Medium of instruction at primary level in Pakistan is:
(a) Urdu/English
(b) Urdu/Provincial Language
(c) English/Provincial Language
(d) Urdu

171. Medium of instruction at higher secondary and university level is:
(a) Urdu/Provincial Language
(b) Urdu
(c) Urdu/English
(d) English

172. Lecturer in Education Department posted against which pay scale:
(a) 15 (b) 16
(c) 18 (d) 17

173. At which level, diversification of curriculum was undertaken?
(a) Early school level
(b) Primary school level
(c) Secondary school level
(d) Middle school level

174. There were how many distinguished features of the new secondary school curriculum?
(a) 2 (b) 3
(c) 4 (d) 5

175. The main feature of the new secondary school curriculum was a new orientation towards which subject?
(a) English (b) Urdu
(c) Mathematics
(d) Science

176. At secondary school level, much emphasis was given to Islamic studies and:
(a) Religious Education
(b) Pakistan Studies
(c) Social Studies
(d) English

177. In which year Pakistan Government entrusted the responsibility of the revision of curricula of B.A., B.Sc. and M.A. M.Sc. level courses to the university grants commission and national academy of higher education?
(a) 1972 (b) 1976
(c) 1974 (d) 1978

178. The UGC/HEC has started in-service/pre-service training programme for:
(a) Teachers (b) Advisers
(c) Member (d) Students

179. How many aspects of vertical organization of the curriculum deserve attention?
(a) 4 (b) 2
(c) 3 (d) 5

180. How many aspects of vertical organization of the curriculum deserve attention Madrassas and Maktabs which constitute a specialized system of education in our:
(a) Religion (b) Traditions
(c) Province (d) Country

181. Who initiated a programme for improvement of the institutions and revision of the syllabi?

(a) Provincial Auqaf Departments
(b) Provincial Governments
(c) Central Government
(d) None of these

182. Commission on National Education in its broadest sense, includes the complete school environment, involving all the course, activities, reading and associations, furnished to the pupils in school:
(a) Syllabus (b) Learning
(c) Curriculum
(d) None of these

183. Which of the following is the main cause of the failure in the accomplishment of curricular objectives?
(a) Ineffective method of teaching
(b) Boring and dull content
(c) Difficulty level of content higher than mental level
(d) All of the above

184. Curricular evaluation gives us the:
(a) Knowledge of the abilities of the students
(b) Opportunity to modify the curriculum
(c) Opportunity to evaluate the performance of the teachers
(d) All of the above

185. Curricular content and its related activities are linked with:
(a) Social needs
(b) Psychological needs
(c) Ideological needs
(d) All of the above

186. The curriculum in the secondary schools in British India should have been formulated to meet the socio-needs of the local.
(a) Development
(b) Progressive
(c) Independent
(d) Economic

187. The student:
(a) Do not respond without a stimulus
(b) Fulfill the expectations of a nation
(c) Are the significant element of education
(d) All of the above

188. Whenever the curricula are received and redesigned for Secondary Schools and Higher Secondary Schools, the National Bureau of Curriculum & Textbooks constitutes National Committees for subjects:
(a) Basic (b) Secondary
(c) Collective (d) Individual

189. Importance was also given to the improvement of Madrassas and Maktabs which constitute specialized system of education in our:
(a) Religion (b) Traditions
(c) Province (d) Country

190. A resolution was adopted by the parliament, which became the 43 section in the charter:
(a) 1833 (b) 1813
(c) 1835 (d) 1819

191. In order to classifying school administrative purposes government, local and others; they were categorized according to the medium of instruction used and curriculum taught. These were:
(a) 2 (b) 3
(c) 4 (d) 5

192. What does IEP stand for?
(a) Inadequate Educational Progress
(b) Individualized Education Plan
(c) Innovative Educational Practices
(d) Improve Education Pronto

193. According to "Curriculum embodies all the experiences which are offered to learners under the auspices or direction of the school"
(a) Alberty A (b) F. Bobbit
(c) R. Doll
(d) None of these

194. Federal Curriculum Committee consists of:
(a) Member of the Provincial Committee
(b) Representative of the Curriculum Wing, Ministry of Education
(c) Both (a) and (b)
(d) None of these

195. The curriculum of educational Institutions in any reflects the need and aspirations of the people at large:
(a) Town (b) Province
(c) Country (d) Continent

196. Islamic Studies was made a compulsory subject for Classes I-VIII and ______ subjects in Class IX-X:
(a) Basic (b) Elective
(c) Optional
(d) None of these

197. Religious instruction was made compulsory even in Christian schools for ______ children:
(a) Christian (b) Muslim
(c) Hindu (d) Non-Muslim

198. Which curriculum has been in a state of flux all over the world?
(a) Education Curriculum
(b) School Curriculum
(c) College Curriculum
(d) University Curriculum

199. The Despatch of ______ was not very specific about the subjects to be taught in secondary schools:
(a) 1848 (b) 1858
(c) 1852 (d) 1854

200. The UGC has started in service/pre-service training programme for ______ of Degree College and universities in the Academy of Higher Education:
(a) Teachers (b) Advisers
(c) Members (d) Students

201. The teacher training institutions were improved both in terms of equipment and:
(a) Building (b) Staff
(c) Funds (d) Training

202. A number of schools were started in each province to act as prototype to demonstrate new teaching methods and approaches under the revised curriculum:
(a) Maktab (b) Presidential
(c) Pilot (d) Training

203. Creating the conditions for the continuous, thoughtful analysis of the school curriculum is one of the most stimulating challenges to the energies of the leader:
(a) Bold (b) Experienced
(c) Creative
(d) Administrative

204. The nature of the ________ should be determined both by the demands of contemporary society and by the needs of individuals:
(a) Curriculum
(b) Study
(c) Examination
(d) None of these

205. Liberal scholarships were awarded to talented and deserving ______ for giving them more and better chances for further education:
(a) Students (b) Teachers
(c) Staff (d) Professors

206. The curriculum should never be considered finished product or a plan:
(a) Basic (b) First
(c) Coming (d) Final

207. With the leadership of the principal and others, the staff should examine the programme:
(a) Independently
(b) Continuously
(c) Monthly (d) Annually

208. Change for the sake of change is ______ desirable:
(a) Seldom (b) Utmost
(c) Not (d) Also

209. The school curriculum especially provided for developing fundamental skills through different kinds of activity, including artwork, crafts, manual labour, and out of school expeditions, etc.
(a) Early (b) Middle
(c) Primary (d) Islamic

210. The universities were encouraged to organize seminar, tutorials and meetings in summer vacations in order to provide university teachers with opportunities to exchange views with their counterparts in other:
(a) Countries (b) Academics
(c) Universities
(d) None of these

211. The new curriculum provided for a core of compulsory subjects and a wide range of electives to allow ______ a choice in accordance with their aptitudes and abilities:
(a) Advisors (b) Students
(c) Teachers (d) All of these

212. Evaluating (investigating) the behavior of human being, curriculum developers, therefore, can draw upon psychology, particularly educational psychology, for at least five areas of information:
(a) Education objectives
(b) Student characteristics
(c) Learning process
(d) All of the above

213. ______ provides systematic procedure for clarifying issues and problems and making decisions on critical points of curriculum development:
(a) Sociology
(b) Anthropology
(c) Geography
(d) Philosophy

214. Philosophical work can aid curriculum development in many ways but it is particularly useful in helping us to understanding:
(a) Nature of educational objectives
(b) The structure or inter-relationship of the objectives
(c) Nature of curriculum activities
(d) All of the above

215. The Vice Chancellor shall held office for ______ years from the date of the notification of his appointment and on the expiry of his term of office shall be eligible for reappointment:
(a) 2 (b) 4
(c) 3 (d) 5

216. A programme for production of guidebooks for teachers in ______ subjects was initiated:
(a) Various (b) English
(c) Urdu (d) Religious

217. For the teaching of ______ a number of programmes for teacher training were organized by the Agriculture Universities and Colleges, and even the Rural Development Academy:
(a) Geology (b) Agriculture
(c) Forestry (d) Horticulture

218. The Education Extension Centres also organized a number of ______ courses:
(a) Long-term (b) Mid-term
(c) Short-term (d) All of these

219. The important achievement was initiation of short-term classes; in the polytechnics and other technical institutions:
(a) Morning (b) Afternoon
(c) Evening (d) Sunday

220. In order to transform universities from mere examining bodies to teaching and research organizations as suggested by the National Commission, specific measures were undertaken by the:
(a) Research Councils
(b) National Councils
(c) Government
(d) All of these

221. The curriculum should be organized in terms of what is known about the process:
(a) Learning (b) Progressive
(c) Training
(d) Experimental

222. ______ in its broadest sense includes the complete school environment, involving all the course, activities, reading and associations, furnished to the pupils in school:
(a) Syllabus (b) Learning
(c) Curriculum
(d) None of these

223. In the words of ______, the school curriculum becomes what it is in any school at any given moment because of social setting: the ideals and commitment of individuals; and the skill, understanding and strategy of those concerned with change:
(a) Herbert
(b) Kimball Wiles
(c) Charles Beek
(d) None of these

224. A number of scientific departments and laboratories were established the Central Govt. and ______ such as Geological Survey, Meteorological Department, Geophysics Institute and others:
(a) Local Councils
(b) Public Departments
(c) Provincial Governments
(d) Rural Councils

225. There were National Committees for advising the ______ on scientific development in various fields:
(a) Institutions
(b) Government
(c) Organizations
(d) Universities

226. ______, the curricular and co-curricular trends in our institutions i.e. the courses of study:
(a) Curriculum (b) Learning
(c) Activities (d) Syllabus

227. Creating the conditions for the continuous, thoughtful analysis of the school curriculum is one of the most stimulating challenges to the energies of the leader:
(a) Bold
(b) Experienced
(c) Creative
(d) Administrative

228. The furnishing and materials of instruction also should be selected and organized for the type of curriculum around which the school programme is:
(a) Adopted (b) Introduced
(c) Developed (d) Presented

229. The curriculum of the school is the determining factor in the ______ of the school:
(a) Progress (b) Making
(c) Staff
(d) Organization

230. The curriculum should be formulated on ______ basis:
(a) Strict
(b) Cooperative
(c) Changing (d) Simple

Answers

1.	(a)	2.	(a)	3.	(d)	4.	(c)	5.	(c)
6.	(b)	7.	(b)	8.	(h)	9.	(a)	10.	(b)
11.	(a)	12.	(a)	13.	(g)	14.	(b)	15.	(d)
16.	(b)	17.	(b)	18.	(a)	19.	(a)	20.	(f)
21.	(f)	22.	(e)	23.	(g)	24.	(d)	25.	(d)
26.	(d)	27.	(d)	28.	(d)	29.	(d)	30.	(d)

31.	(e)	32.	(g)	33.	(e)	34.	(d)	35.	(e)
36.	(d)	37.	(g)	38.	(g)	39.	(e)	40.	(e)
41.	(f)	42.	(g)	43.	(e)	44.	(i)	45.	(c)
46.	(h)	47.	(e)	48.	(e)	49.	(e)	50.	(n)
51.	(c)	52.	(d)	53.	(d)	54.	(a)	55.	(d)
56.	(d)	57.	(b)	58.	(d)	59.	(c)	60.	(d)
61.	(a)	62.	(b)	63.	(d)	64.	(b)	65.	(c)
66.	(d)	67.	(d)	68.	(d)	69.	(c)	70.	(a)
71.	(d)	72.	(b)	73.	(d)	74.	(a)	75.	(c)
76.	(d)	77.	(d)	78.	(d)	79.	(d)	80.	(b)
81.	(d)	82.	(d)	83.	(d)	84.	(d)	85.	(d)
86.	(d)	87.	(d)	88.	(a)	89.	(d)	90.	(d)
91.	(c)	92.	(c)	93.	(a)	94.	(d)	95.	(d)
96.	(d)	97.	(b)	98.	(d)	99.	(d)	100.	(d)
101.	(d)	102.	(d)	103.	(a)	104.	(a)	105.	(d)
106.	(d)	107.	(d)	108.	(d)	109.	(d)	110.	(d)
111.	(d)	112.	(c)	113.	(d)	114.	(a)	115.	d)
116.	(d)	117.	(c)	118.	(a)	119.	(b)	120.	(d)
121.	(c)	122.	(c)	123.	(c)	124.	(d)	125.	(a)
126.	(c)	127.	(a)	128.	(c)	129.	(d)	130.	(b)
131.	(c)	132.	(c)	133.	(b)	134.	(a)	135.	(b)
136.	(b)	137.	(a)	138.	(b)	139.	(c)	140.	(a)
141.	(c)	142.	(d)	143.	(d)	144.	(d)	145.	(a)
146.	(c)	147.	(d)	148.	(a)	149.	(a)	150.	(b)
151.	(a)	152.	(c)	153.	(a)	154.	(a)	155.	(d)
156.	(a)	157.	(d)	158.	(c)	159.	(b)	160.	(a)
161.	(d)	162.	(a)	163.	(c)	164.	(b)	165.	(a)
166.	(b)	167.	(c)	168.	(c)	169.	(b)	170.	(b)
171.	(c)	172.	(d)	173.	(c)	174.	(a)	175.	(d)
176.	(a)	177.	(b)	178.	(a)	179.	(b)	180.	(d)
181.	(a)	182.	(c)	183.	(d)	184.	(d)	185.	(d)
186.	(d)	187.	(d)	188.	(d)	189.	(d)	190.	(b)
191.	(c)	192.	(b)	193.	(c)	194.	(c)	195.	(c)
196.	(c)	197.	(b)	198.	(a)	199.	(d)	200.	(a)
201.	(b)	202.	(c)	203.	(d)	204.	(a)	205.	(a)
206.	(d)	207.	(b)	208.	(a)	209.	(c)	210.	(c)
211.	(b)	212.	(d)	213.	(d)	214.	(d)	215.	(b)
216.	(a)	217.	(b)	218.	(c)	219.	(c)	220.	(c)
221.	(a)	222.	(c)	223.	(b)	224.	(c)	225.	(b)
226.	(a)	227.	(d)	228.	(c)	229.	(d)	230.	(b)

For further studies see our book **"Khazina-e-Taleem"** *by Dr. Rashid Ahmad Shibli*

==========

Curriculum – MCQs – II

Write the correct answer:

1. What is Curriculum?
   (a)✓ Overall activities of an Institution
   (b) Objectivity
   (c) Classroom (d) Affective
2. Important factor of curriculum is to help to achieve the:
   (a)✓ Objectivity (b) Classroom
   (c) Affective (d) Students
3. Responsible for the curriculum planning and development in Pakistani is:
   (a) Objectivity
   (b)✓ Curriculum wing
   (c) Affective (d) Students
4. Which domain of objectives is not being evaluated through our present system of examination?
   (a) Objectivity (b) Classroom
   (c)✓ Affective (d) Students
5. Which of the following is the nature of curriculum?
   (a) Conservative
   (b) Critical
   (c) Creative (d)✓ All of these
6. Curriculum provides guidance for:
   (a)✓ Student (b) School
   (c) Parents (d) Teacher
7. Syllabus is a part of:
   (a) Student (b) School
   (c) Parents (d)✓ Curriculum
8. Benefits AV Aids are that they?
   (a) Create interest
   (b) Reduce verbalization
   (c) Stimulate self activity
   (d)✓ All of the above
9. Curriculum presents instructional material is stated by:
   (a)✓ Smith (b) Wheller
   (c) Jack Kerr
   (d) None of these
10. Relationship of subjects at different level is called:
    (a) Centralization
    (b) De centralization
    (c) Horizontal organization
    (d)✓ Vertical organization
11. An outline of the topics of a subject to the covered in specific time is called:
    (a) Curriculum
    (b) Course
    (c)✓ Syllabus
    (d) None of these
12. Curriculum organization used for different concepts at the same class is:
    (a) Vertical (b)✓ Horizontal
    (c) Logical (d) None of these
13. The category of Audio Visual Aids is:
    (a) Radio (b) Television
    (c) Tape recorder
    (d)✓ All of these
14. Major concern of curriculum is:
    (a) Personal satisfaction
    (b)✓ Change in individuals behavior
    (c) Preparation for service
    (d) None of these
15. The importance of curriculum in the system of education is just like a:
    (a)✓ Constitution in a country
    (b) Provision of latest knowledge
    (c) Preparation of students for service
    (d) None
16. Curriculum is supposed to:
    (a) Achieve the objectives
    (b) Be organized by the school
    (c)✓ (a) & (b)
    (d) None of these
17. Curriculum reflects the culture of:
    (a)✓ Society (b) Home
    (c) School (d) Area
18. The outline of the contents is:
    (a) Course (b)✓ Syllabus
    (c) Programme
    (d) All of the above
19. Component of curriculum is:
    (a) Evaluation
    (b) Objectives
    (c) Teaching strategies
    (d)✓ All of the above

20. Models of curriculum presently being used at any stage in Pakistan is:
(a) Activity (b) Subject
(c) Integrated
(d)✓ All of the above

21. The selection of the particular design is influenced by:
(a) Types (b) Elements
(c)✓ Foundation
(d) Principle

22. Intelligence level of gifted student is:
(a)✓ 140 and above
(b) 110
(c) 90 (d) None of these

23. The scope of curriculum includes:
(a) Programme of studies
(b) Programme of Activities
(c) Programme of Guidance
(d)✓ All of the above

24. The concise Oxford Dictionary defines curriculum as a:
(a) Course of learning
(b)✓ Chariot race course
(c) Course of study
(d) None of these

25. The model of curriculum could not move above elementary stage is:
(a) Core curriculum
(b)✓ Activity curriculum
(c) Subject curriculum
(d) None of these

26. Detailed contents of the subjects for a class are called:
(a)✓ Course (b) Behavior
(c) Design
(d) Logical sequence

27. A curriculum is the sum total of a school efforts to influence a child:
(a) Course (b)✓ Behavior
(c) Design
(d) Logical sequence

28. Percentage of knowledge gained through observation is:
(a)✓ 75 % (b) 50 %
(c) 34% (d) None of these

29. The base on which the subject activities and experience are planned is called:
(a) Course (b) Behavior
(c)✓ Design
(d) Logical sequence

30. Keeping in view the types of students in a class are generally grouped as:
(a) Average
(b) Below average
(c) Above average
(d)✓ All of the above

31. Logical order of content organization is to arrange the content according to:
(a) Course (b) Behavior
(c) Design
(d)✓ Logical sequence

32. Summative evaluation takes place:
(a) In the beginning
(b)✓ At the end
(c) In the middle
(d) None of these

33. Without suitable curriculum, aims of education:
(a) Can be achieved
(b)✓ Cannot be achieved
(c) Can be changed
(d) None of these

34. How many basic components of curriculum have?
(a) 2 (b)✓ 4
(c) 6 (d) 8

35. Curriculum development refers to the total process of curriculum:
(a) Designing
(b) Implementing
(c) Evaluating
(d)✓ All of the above

36. Which one is not the component of the curriculum?
(a)✓ Design (b) Evaluation
(c) Curriculum design
(d) Abilities

37. Effectiveness of curriculum is determined by:
(a) Design (b)✓ Evaluation
(c) Curriculum design
(d) Abilities

38. The arrangement of the elements of curriculum can be defined as:
(a) Design (b) Evaluation
(c)✓ Curriculum design
(d) Abilities

39. The term "core curriculum" is sometimes simply called:
(a)✓ Core (b) Code
(c) Cope (d) None of these

40. The method used to evaluate the curriculum is:
(a) Formative Evaluation
(b) Summative Evaluation
(c) Diagnostic Evaluation
(d)✓ All of the above

41. On way of finding out, what is going on in a class room is:
(a)✓ Observation
(b) Education psychology
(c) Foundation of curriculum
(d) It is the purpose of life

42. When, what, why and How, to teach is the main task of:
(a) Observation
(b)✓ Education psychology
(c) Foundation of curriculum
(d) It is the purpose of life

43. The forces that effect the development of curriculum are called:
(a) Observation
(b) Education psychology
(c)✓ Foundation of curriculum
(d) It is the purpose of life

44. Philosophy and curriculum are concerned with the question of what:
(a) Observation
(b) Education psychology
(c) Foundation of curriculum
(d)✓ It is the purpose of life

45. Philosophical foundation of curriculum is concerned with:
(a)✓ Ideas
(b) Psychological foundation
(c) Society (d) Content

46. Student needs and interests are important in:
(a) Ideas
(b)✓ Psychological foundation
(c) Society (d) Content

47. Sociological foundations are concerned with:
(a) Ideas
(b) Psychological foundation
(c)✓ Society (d) Content

48. Subject centered designs revolve around:
(a) Ideas
(b) Psychological foundation
(c) Society (d)✓ Content

49. Nature of elements of curriculum and pattern of their organization is:
(a)✓ Curriculum design
(b) Foundation of curriculum
(c) Curriculum evaluation
(d) Elements of curriculum

50. A frame work of action for preparing a curriculum is:
(a)✓ Curriculum design
(b) Foundation of curriculum
(c) Curriculum evaluation
(d) Elements of curriculum

51. Knowledge is compartmentalized in:
(a)✓ Subject centered curriculum
(b) Learner centered curriculum
(c) Activity centered curriculum
(d) None of these

52. Prior planning is characteristic of:
(a)✓ Subject centered curriculum
(b) Learner centered curriculum
(c) Activity centered curriculum
(d) None of these

53. Explanatory methods are used in:
(a)✓ Subject centered curriculum
(b) Learner centered curriculum
(c) Activity centered curriculum
(d) None of these

54. Broad field curriculum is a modification of:
(a)✓ Subject centered curriculum
(b) Learner centered curriculum
(c) Activity centered curriculum
(d) None of these

55. Rote learning is a demerit of:
(a)✓ Subject centered curriculum
(b) Learner centered curriculum
(c) Activity centered curriculum
(d) None of these

56. Teacher training is less emphasized in:
(a)✓ Subject centered curriculum
(b) Learner centered curriculum
(c) Activity centered curriculum
(d) None of these

57. Curriculum based on thinking of John Dewey is:
(a) Subject centered curriculum
(b) Learner centered curriculum
(c)✓ Activity centered curriculum
(d) None of these

58. Prior planning is not possible in:
(a)✓ Activity centered curriculum
(b) Integrated curriculum
(c) Decrease in number of books
(d) Horizontal organization

59. Curriculum emphasized for primary classes is:
(a) Activity centered curriculum
(b)✓ Integrated curriculum
(c) Decrease in number of books
(d) Horizontal organization

60. The purpose of integrated curriculum is:
(a) Activity centered curriculum
(b) Integrated curriculum
(c)✓ Decrease in number of books
(d) Horizontal organization

61. The relationship of different concepts at one level is:
(a) Activity centered curriculum
(b) Integrated curriculum
(c) Decrease in number of books
(d)✓ Horizontal organization

62. Which is not concerned with teacher training?
(a)✓ BISE
(b) University of Education
(c) IER (d) DSD

63. Secondary Classes Examinations are conducted by:
(a)✓ BISE
(b) University of Education
(c) IER (d) DSD

64. University of Education was established in:
(a)✓ 2002 (b) 2000
(c) 1998 (d) 1992

65. Allama Iqbal Open University was established in:
(a) 2002 (b)✓ 1974
(c) 1998 (d) 1992

66. The system of distance education is observed in:
(a)
(b) University of Education
(c)✓ Allama Iqbal Open University
(d) None of these

67. The major function of Punjab Text Book Board:
(a)✓ Printing books
(b) Examination
(c) Evaluation
(d) None of these

68. Making value judgment about curriculum is:
(a)✓ Curriculum evaluation
(b) Objectives
(c) I.Q
(d) Educational institution

69. The most important component of lesson plan is:
(a) Curriculum evaluation
(b)✓ Objectives
(c) I.Q
(d) Educational institution

70. To select subject matter, one should consider student:
(a) Curriculum evaluation
(b) Objectives
(c)✓ I.Q
(d) Educational institution

71. The implementer for curriculum is:
(a) Curriculum evaluation
(b) Objectives
(c) I.Q
(d)✓ Educational institution

72. The source of achieving on objectives is:
(a) Curriculum evaluation
(b) Objectives
(c) I.Q (d)✓ Action

==========

Item Development
(Study Material)

Definition: The term item is used as shorthand for questions on the test. Item development can proceed only when a clearly agreed upon set of objectives is available. To as large an extent as possible, an item should measure only a single objective. Each objective, however, should be measured by one or several items, depending on the test specifications

In order to create fair, valid and reliable assessments, it is important to use high-quality items. An assessment is only as good as each item on it.

ETS items are of high quality because they:
(a) go through rigorous content and editorial reviews
(b) are built for or aligned to state standards
(c) are developed by ETS's experienced staff of assessment specialists
(d) contain accurate content that reflects current teaching practice
(e) adhere to the principles of good item writing as defined by industry standards
(f) measure a range of cognitive levels
(g) vary in difficulty
(h) reflect the ETS commitment to quality in assessment and item creatio

How Tests and Test Questions are developed?

ETS develops assessments that are of the highest quality, accurately measure the necessary knowledge and skills, and are fair to all test takers. We understand that creating a fair, valid and reliable test is a complex process that involves multiple checks and balances

That's why dozens of professionals — including test specialists, test reviewers, editors, teachers and specialists in the subject or skill being tested — are involved in developing every test question, or "test item." And it's why all questions (or "items") are put through multiple, rigorous reviews and meet the highest standards for quality and fairness in the testing industry. To help you further understand our process, here's an overview of the key steps ETS takes when developing a new test.

Step 1: Defining Objectives

Educators, licensing boards or professional associations identify a need to measure certain skills or knowledge. Once a decision is made to develop a test to accommodate this need, test developers ask some fundamental questions:
(a) Who will take the test and for what purpose?
(b) What skills and/or areas of knowledge should be tested?
(c) How should test takers be able to use their knowledge?
(d) What kinds of questions should be included? How many of each kind?
(f) How long should the test be?
(g) How difficult should the test be?

Step 2: Item Development Committees

The answers for the questions in Step 1 are usually completed with the help of item development committees, which typically consist of educators and/or other professionals appointed by ETS with the guidance of the sponsoring agency or association. Responsibilities of these item development committees may include:
(a) defining test objectives and specifications
(b) helping ensure test questions are unbiased
(c) determining test format (e.g., multiple-choice, essay, constructed-response, etc.)

(d) considering supplemental test materials
(e) reviewing test questions, or test items, written by ETS staff
(f) writing test questions

Step 3: Writing and Reviewing Questions

Each test question — written by ETS staff or item development committees — undergoes numerous reviews and revisions to ensure it is as clear as possible, that it has only one correct answer among the options provided on the test and that it conforms to the style rules used throughout the test. Scoring guides for open-ended responses, such as short written answers, essays and oral responses, go through similar reviews.

Step 4: The Pretest

After the questions have been written and reviewed, many are pretested with a sample group similar to the population to be tested. The results enable test developers to determine:

(a) the difficulty of each question
(b) if questions are ambiguous or misleading
(c) if questions should be revised or eliminated
(d) if incorrect alternative answers should be revised or replaced

Step 5: Detecting and Removing Unfair Questions

To meet the stringent ETS Standards for Quality and Fairness (PDF) guidelines, trained reviewers must carefully inspect each individual test question, the test as a whole and any descriptive or preparatory materials to ensure that language, symbols, words, phrases and content generally regarded as sexist, racist or otherwise inappropriate or offensive to any subgroup of the test-taking population are eliminated.

ETS statisticians also can identify questions on which two groups of test takers who have demonstrated similar knowledge or skills perform differently on the test through a process called Differential Item Functioning (DIF). If one group performs consistently better than another on a particular question, that question receives additional scrutiny and may be deemed biased or unsatisfactory. **Note:** If people in different groups actually differ in their average levels of relevant knowledge or skills, a fair test question will reflect those differences.

Step 6: Assembling the Test

After the test is assembled, it is reviewed by other specialists, committee members and sometimes other outside experts. Each reviewer answers all questions independently and submits a list of correct answers to the test developers. The lists are compared with the ETS answer keys to verify that the intended answer is, indeed, the correct answer. Any discrepancies are resolved before the test is published.

Step 7: Making Sure — Even After the Test is Administered — that the Test Questions are Functioning Properly

Even after the test has been administered, statisticians and test developers review to make sure that test questions are working as intended. Before final scoring takes place, each question undergoes preliminary statistical analysis and results are reviewed question by question. If a problem is detected, such as the identification of a misleading answer to a question, corrective action, such as not scoring the question, is taken before final scoring and score reporting takes place.

Tests are also reviewed for reliability. Performance on one version of the test should reasonably predict performance on any other version of the test. If reliability is high, results will be similar no matter which version a test taker completes.

Guidelines for Developing Test Items: The following are some guidelines that you should use for preparing test items.

1. Writing Multiple-Choice Test Items: The general rules used for writing multiple-choice items are described below. Recognize that these are general rules; not all rules will be applicable to all types of testing.

1. The stem should contain the problem and any qualifications. The entire stem must always precede the alternatives.
2. Each item should be as short and verbally uncomplicated as possible. Give as much context as is necessary to answer the question, but do not include superfluous information. Be careful not to make understanding the purpose of the item a test of reading ability.
3. Avoid negatively stated items. If you have to use this kind of item, emphasize the fact by underlining the negative part, putting it in capital letters or using italics. (For test construction purposes, if possible, put all such items together in a single section and indicate this with separate directions.)
4. Keep each item independent from other items. Don't give the answer away to another item. If items require computation, avoid items that are dependent on one another.
5. If one or more alternatives are partially correct, ask for the "best" answer.
6. Try to test a different point in each question. If creating item clones (i.e., items designed to measure the exact same aspect of the objective), be certain to sufficiently change the context, vocabulary, and order of alternatives, so that students cannot recognize the two items as clones.
7. If an omission occurs in the stem, it should appear near the end of the stem and not at the beginning.
8. Use a logical sequence for alternatives (e.g., temporal sequence, length of the choice). If two alternatives are very similar (cognitively or visually), they should be placed next to one another to allow students to compare them more easily.
9. Make all incorrect alternatives (i.e., distractors) plausible and attractive. It is often useful to use popular misconceptions and frequent mistakes as distractors. In the foreign languages, item distractors should include only correct forms and vocabulary that actually exists in the language.
10. All alternatives should be homogeneous in content, form and grammatical structure.
11. Use only correct grammar in the stem and alternatives.
12. Make all alternatives grammatically consistent with the stem.
13. The length, explicitness and technical information in each alternatives should be parallel so as not to give away the correct answer.
14. Use 4 or 5 alternatives in each item.
15. Avoid repeating words between the stem and key. It can be done, however, to make distractors more attractive.
16. Avoid wording directly from a reading passage or use of stereotyped phrasing in the key.
17. Alternatives should not overlap in meaning or be synonymous with one another.
18. Avoid terms such as "always" or "never," as they generally signal incorrect choices.
19. To test understanding of a term or concept, present the term in the stem followed by definitions or descriptions in the alternatives.

20. Avoid items based on personal opinions unless the opinion is qualified by evidence or a reference to the source of the opinion (e.g., According to the author of the passage
21. Do not use "none of the above" as a last option when the correct answer is simply the best answer among the choices offered.
22. Try to avoid "all of the above" as a last option. If an examinee can eliminate any of the other choices, this choice can be automatically laminated as well.

Item Development – MCQs

Write the correct answer:

1. What is the meant by the term 'Item Development' (ID) in education learning process?
   (a) Assessments that are of the highest quality
   (b) Accurately measure the necessary knowledge
   (c) Measure of skills
   (d)✓ All of the above
2. What are the essential needs of 'Item Development' to professional with regard to the enhancing educational standards by setting ideal paper style?
   (a) Professionals are involved in developing every test question
   (b) Professionals are involved in test items
   (c)✓ (a) & (b) (d) None of these
3. In the process of 'items development' what is the nature of defining objectives in some fundamental questions for developers:
   (a) Who will take the test and for what purpose?
   (b) What skills and/or areas of knowledge should be tested?
   (c) How should test takers be able to use their knowledge?
   (d) What kinds of questions should be included? How many of each kind?
   (f) How long should the test be?
   (g) How difficult should the test be?
   (h)✓ All of the above
4. In item development for professional task which type of body acting for that purpose:
   (a) Defining objective committee
   (b)✓ Item development committee
   (c) (a) & (b) (d) None of these
5. Item development committee consists of:
   (a) Educators (b) Professionals
   (c) Lawyers (d) Doctors
   (e)✓ (a) & (b) (f) None of these
6. What are the responsibilities of 'Item Development Committees'?
   (a) Defining test objectives and specifications
   (b) Helping ensure test questions are unbiased
   (c) Determining test format (e.g., multiple-choice, essay, constructed-response, etc.)
   (d) Considering supplemental test materials
   (e) Reviewing test questions, or test items, written by ETS staff
   (f) Writing test questions
   (g)✓ All of the above
7. What is the process for the authenticity of questions set by item development committee?
   (a) Each test written by staff or item development committees — undergoes numerous reviews and revisions to ensure it is as clear as possible
   (b) That it has only one correct answer among the options provided on the test and that it

conforms to the style rules used throughout the test
   (c) Scoring guides for open-ended responses, such as short written answers, essays and oral responses, go through similar reviews
   (d)✓ All of the above
8. In test item the results enable test developers to determine:
   (a) The difficulty of each question
   (b) If questions are ambiguous or misleading
   (c) If questions should be revised or eliminated
   (d) If incorrect alternative answers should be revised or replaced
   (e)✓ All of the above
9. Items Development can be scored objectively through:
   (a) True / False
   (b) Matching
   (c) Multiple Choice Questions (MCQs)
   (d)✓ All of the above
10. General recommendations that apply to all kinds of test exercises in 'Item Development':
   (a) Keep the test plan in view as test exercises are written. Items should be addressed to the cells in the blueprint / the test plan.
   (b) Draft the test items some time in advance, and then review them
   (c) Have test items examined and critiqued in, the light of the rules for writing items, by one or more colleagues.
   (d)✓ All of the above
11. What is the process of forming a test?
   (a)✓ Items after having written and selected they are organized in the form of a test.
   (b) To arranged different categories of questions
   (c) (a) & (b) (d) None of these
12. In 'Item Development' what is meant by the term assembling a test?
   (a)✓ Items after having written and selected they are organized in the form of a test.
   (b) To arranged different categories of questions
   (c) (a) & (b) (d) None of these
13. In 'Item Development' what is meant by the term arranging items in the test?
   (a) Items after having written and selected they are organized in the form of a test.
   (b) To arranged different categories of questions
   (c)✓ Items of the same format may be placed together. Each item type requires specific set of directions and a somewhat different mental set on the part of the examinee.
   (d) None of these
14. In 'Item Development' what is meant by the term test instructions?
   (a)✓ The directions should be simple but complete.
   (b) Items after having written and selected they are organized in the form of a test.
   (c) To arranged different categories of questions
   (d) None of these
15. What are the particulars in the test booklet for answer?
   (a) Test instruction
   (b) Answer sheets
   (c) Test length
   (d)✓ All of the above
16. Test Administration and Use containing the major points:
   (a) All pupils must be given a fair chance to demonstrate their achievement.

(b) Physical and psychological environment be conducive to their best efforts
(c) Control all factors that might interfere with valid measurement
(d) Adequate workspace, quiet, proper light and ventilation are important.
(e)✓ All of the above

17. If the pupils' answers are recorded on the test paper, the teacher may make a scoring key by marking the correct answers on a blank copy of the ______
(a) Exam (b) Interview
(c)✓ Test (d) None of these

18. A ______ of these errors could then be used to plan instructional activities:
(a) Essay (b)✓ Summary
(c) Note (d) None of these

19. Letter grades are typically assigned ______ in relation to other group members:
(a)✓ On the basis of performance
(b) On the basis of sports record
(c) (a) & (b) (d) None of these

20. Grades may be awarded on the basis of percentile or standard score system may be used:
(a) In relative grading, grades provide meaning to the scores in terms of performance in reference to the group
(b) When grades are assigned to the obtained scores, raw scores loose their significance.
(c) In most systems where letter grades are used, grades are assigned numerical values. Such as A=4; B=3; C=2; D=1 and F = 0 or fail.
(d) Grade point for a course is obtained by multiplying the grade value with its credit hours.
(e) Finally Grade point average (GPA: average of the grade points for all the courses) is found.
(f) The GPA, a numerical value is often converted into equivalent letter grade
(g)✓ All of the above

21. Assigning grades on absolute basis involves comparing a pupil's performance to pre - specified standards set by the teacher. It is termed as:
(a) Review test result
(b) Relative grading
(c)✓ Absolute grading
(d) None of these

22. In Pakistan the Boards of Secondary and Intermediate Education assign:
(a) A1 on 80 % marks or beyond
(b) A on 70 – 79 % marks
(c) B on 60 – 69 % marks
(d)✓ All of the above

23. Learning from one's mistake is usually very ______
(a)✓ Effective (b) Worst
(c) Bad (d) None of these

24. What are essentials elements relating to objectives of the sessions?
(a) To provide faculty with information and guidelines that helps better utilize the advantages of essay questions in assessing student performance.
(b) To help understand the main advantages and limitations of essay questions and common misconceptions associated with their use.
(c) To help distinguish between learning outcomes that are appropriately assessed by using essay questions and outcomes that are likely to be better assessed by other means.

(d) Evaluate existing essay questions using commonly accepted criteria.
(e) Improve poorly written essay questions by using the information in this booklet to identify flaws in existing questions and correct them.
(f) Construct well-written essay questions that assess given objectives.
(g)✓ All of the above

25. What is the objective behind the preparing 'better essay questions"?
(a) To assess students' understanding of subject-matter content
(b) To assess students' writing abilities
(c)✓ (a) & (b) (d) None of these

26. An essay question should meet the criteria:
(a) Requires examinees to compose rather than select their response. Multiple-choice questions, matching exercises, and true-false items are all examples of selected response test items because they require students to select an answer from a list of possibilities provided by the test maker, whereas essay questions require students to construct their own answer.
(b) Elicits student responses that must consist of one or more sentences. Does the following example require student responses to consist of one or more sentences?
(c) No single response or single response pattern is correct. Which example question below allows for a variety of correct answers?
(d)✓ All of the above

27. In item development the student will:
(a) Analyze the function of humor in Shakespeare's "Romeo and Juliet".
(b) Describe the attributes of a democracy.
(c) Distinguish between learning outcomes appropriately assessed using essay questions and outcomes better assessed by some other means.
(d) Evaluate the impact of the Industrial Revolution on the family.
(e)✓ All of the above

28. In the process of item development at test student will meet the requirement of:
(a) Know the definition for the Law of Demand.
(b) Predict the outcome of an experiment.
(c) Propose a solution for the disposal of batteries that is friendly to users and the environment.
(d) Recall the major functions of the human heart.
(e) Understand the "Golden Rule".
(f) Use a theory in literature to analyze a poem.
(g)✓ All of the above

29. Identifying poor items and ways to improve them:
(a) To consolidate the preceding presentation
(b) Applying principles & conventions of item construction / Brainstorming
(c) Hands-on-Practice / Learning by doing
(d)✓ All of the above

30. 'Decisions Subsequent to Item Analysis' covers:
(a) Item revision to remove flaws or write alternative items

(b) Does the reviewed pool of item correspond with the original table of specifications and stipulated objectives? Discrepancies, if any, have to be removed before using the test.

(c) While assembling a test (out of the pre-tested pool of items) set the items into groups (parts of the test) with appropriate instructions.

(d) Check the scoring key of the revised test.

(e)✓ All of the above

31. Deciding about the duration / time of the test for actual use on the basis of:

(a) Rate of omitted responses in the pre-test

(b) Observation of the test administrator

(c)✓ (a) & (b) (d) None of these

32. Decision subsequent to item analysis contains:

(a) May review scoring / grading scheme e.g. choose or drop negative marking.

(b) Be informed about instructional weaknesses and student misconception to prepare them better in future.

(c) May even coach students about MCQs solving strategies.

(d)✓ All of the above

In order to create fair, valid and reliable assessments, it is important to use high-quality ______. An assessment is only as good as each item on it:

(a)✓ Items (b) SLOs

(c) (a) & (b) (d) None of these

Development items are of high quality because they:

(a) Go through rigorous content and editorial reviews

(b) Are built for or aligned to state standards

(c) Are developed by DSD's staff of experienced assessment specialists

(d) Contain accurate content that reflects current teaching practice

(e) Adhere to the principles of good item writing as defined by industry standards

(f) Measure a range of cognitive levels

(g) Vary in difficulty

(h) Reflect the DSD's commitment to quality in assessment and item creation

(i)✓ All of the above

35. ______ develops assessments that are of the highest quality, accurately measure the necessary knowledge and skills, and are fair to all test takers:

(a)✓ DSD (b) BISE

(c) Punjab University

(d) Education University

(e) None of these

36. The term item is used as a shorthand for questions on the ______

(a) Exam (b)✓ Test

(c) Interview (d) None of these

37. The general rules used for writing multiple-choice items are:

(a) The stem should contain the problem and any qualifications. The entire stem must always precede the alternatives.

(b) Each item should be as short and verbally uncomplicated as possible. Give as much context as is necessary to answer the question, but do not include superfluous information. Be careful not to make understanding the purpose of the item a test of reading ability.

(c) Avoid negatively stated items. If you have to use this kind of item, emphasize the fact by underlining the negative part, putting it in capital letters or using italics. (For test construction purposes, if possible, put all such items together in a single section and indicate this with separate directions.)

(d)✓ All of the above

38. Keep each item independent from other items. Don't give the answer away to another item. If items require computation, avoid items that are dependent on one another. It is about which items:

(a) SLOs

(b)✓ Item Development

(c) (a) & (b) (d) None of these

39. If one or more alternatives are partially correct, ask for the "best" answer. It is true for:

(a)✓ MCQs

(b) Comparing and Contrast

(c) True/False

(d) Questions and Answers

40. Use a logical sequence for alternatives:

(a) Temporal sequence

(b) Length of the choice

(c)✓ (a) & (b) (d) None of these

41. How many alternatives commonly used in item development?

(a) Four (b) Five

(c) Six (d)✓ (a) & (b)

42. The rules may be useful in developing and grading essay questions:

(a) The shorter the answer required for a given essay item, generally the better. More objectives can be tested in the same period of time, and factors such as verbal fluency, spelling, etc., have less of an opportunity to influence the grader. Help the examinees focus their answers by giving them a starting sentence for their essay.

(b) Make sure questions are sharply focused on a single issue. Do not give either the examinee or the grader too much freedom in determining what the answer should be.

(c)✓ (a) & (b) (d) None of these

43. Mention the guidelines for writing all types of items:

(a) Avoid humorous items. Classroom testing is very important and humorous items may cause students to either not take the exam seriously or become confused or anxious.

(b) Items should measure only the construct of interest, not one s knowledge of the item context.

(c) Write items to measure what students know, not what they do not know.

(d)✓ All of the above

44. In case of guidelines for review of test items consider the item as a whole whether:

(a) It measures knowledge or a skill component which is worthwhile and appropriate for the examinees who will be tested;

(b) There is a markedly better way to test what this item tests;

(c) It is of the appropriate level of difficulty for the examinees who will be tested.

(d)✓ All of the above

45. In 'Item Development', consider the stem and whether it:

(a) Presents a clearly defined problem or task to the examinee

(b) Contains unnecessary information

(c) Could be worded more simply, clearly or concisely

(d)✓ All of the above

46. In 'Item Development', consider the alternatives and whether:
   (a) They are parallel in structure
   (b) They fit logically and grammatically with the stem
   (c) They could be worded more simply, clearly or concisely
   (d) Any are so inclusive that they logically eliminate another more restricted option from being a possible answer.
   (e)✓ All of the above
47. In 'Item Development', consider the key and whether it:
   (a) Is the best answer among the set of options for the item
   (b) Actually answers the question posed in the stem
   (c) Is too obvious relative to the other alternatives (i.e., should be shortened, lengthened, given greater numbers of details, made less concrete).
   (d)✓ All of the above
48. In 'Item Development', consider the distractors and whether:
   (a) There is any way you could justify one or more as an acceptable correct answer
   (b) They are plausible enough to be attractive to examinees who are misinformed or ill-prepared
   (c) Any one calls attention to the key (e.g., no distractor should merely state the reverse of the key or resemble the key very closely unless another pair of choices is similarly parallel or involves opposites).
   (d)✓ All of the above
49. An item pool refers to a collection of ______
   (a)✓ Test questions
   (b) Interview
   (c) Sport event
   (d) None of these
50. Using the summative and comprehensive interim test blueprints, the number and distribution of items to be written were specified for ______ writing teams:
   (a)✓ Item (b) SLOs
   (c) (a) & (b) (d) None of these
51. To support smarter balanced accommodations:
   (a) Translations (including ASL)
   (b) Braille
   (c) Text-to-speech
   (d) Glossaries (English and second-language)
   (e) Other required accommodations tagging
   (f)✓ All of the above
52. The contractor collaborative developed new modules that focused on:
   (a) The item authoring system(s)
   (b) In-depth training for writing items to each claim/target (including the use of item specifications, task models, and CCSS for each content area)
   (c) Expansion of accessibility considerations such as linguistic complexity
   (d)✓ All of the above
53. Once the objectives are finalized, we being the process of writing questions, called ______, for exams:
   (a)✓ Items (b) Test
   (c) Interview (d) None of these
54. ______ is a major concern in item development:
   (a) Exam (b)✓ Security
   (c) Test (d) None of these
55. Item Screening consists on:
   (a) Redundancy
   (b) Phrasing and Clarity
   (c) Accuracy
   (d)✓ All of the above
56. Redundancy applies:
   (a)✓ Items that are substantially identical to previously submitted items are rejected.
   (b) Items phrased in confusing or otherwise inappropriate ways are rejected or reworded. Supervisors pay attention to ensure that questions can be understood by non-native English speakers.
   (c) Supervisors rejected or reworded items that are not technically accurate.
   (d) None of these
57. Phrasing and Clarity applies:
   (a) Items that are substantially identical to previously submitted items are rejected.
   (b)✓ Items phrased in confusing or otherwise inappropriate ways are rejected or reworded. Supervisors pay attention to ensure that questions can be understood by non-native English speakers.
   (c) Supervisors rejected or reworded items that are not technically accurate.
   (d) None of these
58. Accuracy applies:
   (a) Items that are substantially identical to previously submitted items are rejected.
   (b) Items phrased in confusing or otherwise inappropriate ways are rejected or reworded. Supervisors pay attention to ensure that questions can be understood by non-native English speakers.
   (c)✓ Supervisors rejected or reworded items that are not technically accurate.
   (d) None of these
59. In 'Item Development' the primary technical criteria are:
   (a). Correctness
   (b) Appropriateness of distractors (for multiple-choice items): Reviewers ensure that the distractor answer choices are incorrect but reasonably plausible.
   (c) Phrasing and clarity: Reviewers ensure items are worded in appropriate language.
   (d) Relevance
   (e) Expected difficulty
   (f)✓ All of the above
60. In 'Item Development' supervisors then collect the reviews to determine if each item was:
   (a) Accepted based on consensus
   (b) Rejected based on consensus
   (c) Accepted after further review: If reviewers did not agree, the supervisor might accept it, perhaps based on the opinion of another reviewer.
   (d) Rejected after further review: If reviewers did not agree, the supervisor might reject it, perhaps based on the opinion of another reviewer.
   (e) Accepted after revision: In some cases, reviewers might suggest rewording the item and the supervisor might accept the item after rewording it.
   (f)✓ All of the above

Quality Driven Initiative

(Study Material)

QUALITY OF PRIMARY EDUCATION IN PAKISTAN
A STUDY ON QUALITY OF PRIMARY EDUCATION

Background and Rationale: At the sub-regional meeting of South Asian Ministers in Kathmandu in April 2001, Quality Education was unanimously identified as a priority area from the regional perspective. The ministers and all participants were in agreement that there was an urgency to seek remedies for bottlenecks faced in these areas to meet the intermediate targets and EFA goals by 2015. In the context of quality education, the discussions highlighted, that in spite of concerted efforts and resources devoted to quality, the results have been neither satisfactory nor sustainable. Why is this so? If dropout rate is any indicator of quality, the picture is not a promising one. The region cannot afford high internal inefficiencies within the education system and the leakage must be addressed comprehensively. Failing standards reveal poor service delivery, leading in turn to low levels of interest; and improvement in quality is a key element that could ensure equity for learners through substantive entitlements in terms of capabilities for improving human well-being.

Several international and regional meetings have reiterated the need for Quality EFA. In this context, the Dakar Framework of Action refers to quality both within the six goals and the accompanying strategies:

Strengthening the quality of education has become a concern of paramount importance in discussions on education. The concern is shared equally by all the stakeholders at all levels of education including the primary education. The Universal Declaration of Human Rights (1948) declared primary education as the basic human right of all people. Accordingly, all nations prioritized universal access to education. The developed, and many developing, nations have attained universal or near universal access to primary education. Now the focus is on the quality of students' learning. The concern is valid not only for nations who have attained the quantitative targets, it is also valid for nations still striving for expansion of educational access. It has been established that access and quality are not sequential elements. Quality is rather considered, in the light of growing evidence, a means for achieving the universal access and equity of education regardless of gender, location, race, religion, and social class (Hoy, et al, 2000). The World Bank (1997) in one of its reports on elementary education in Pakistan has also laid equal emphasis on the expansion of access and quality as the quality has been visualized instrumental in improving access. The report states:

"The best way to improve access is to improve quality which would make coming to school or staying in school a more attractive option from the perspective of parents as well as children. Moreover, effort to improve quality will tend to increase the efficiency of the public expenditure and will encourage parents to contribute to children education."

Quality of education also means setting standards which make a pavement for assessment of standards, comparability of programs, and accountability for meeting the targets.

International Declarations on Quality of Basic Education:

1. The Jomtien Declaration of EFA, 1990: A landmark document for the promotion of basic education emphasized that 'the focus of education must, therefore, be on actual learning outcomes rather than exclusively on enrolment'.

2. The World Education Forum, Dakar Framework of Action 2000: Emphasis on quality of education is included as one of the six goals: "Improving all aspects of the quality of education, and ensuring their excellence of all so that recognized and measurable learning outcomes are achieved by all especially in literacy, numeracy and essential life skills" (Article 7(vi))

The Expanded Commentary on the Dakar Framework of Action includes following two articles on quality:

(i) Evidence over the past decade has shown that efforts to expand enrolment must be accompanied by attempts to enhance educational quality (Article 43).

(ii) Government and all other EFA partners must work together to ensure basic education of quality for all, regardless of gender, health, location, language, or ethnic origin (Article 44).

3. The Recife Declaration of UNESCO E-9 project (Education for All in the nine most populous developing countries), of January 2000, reaffirms commitment to the enhancement of quality of basic education through adopting several measures.

4 The Beijing Declaration of the E-9 Project on ICT1 and EFA (August 2001) reiterated its commitment to raise the quality of education through using Information Communication Technology (ICT) and better training of teachers and administrators.

Quality Concerns and Commitments by the Government of Pakistan:

Pakistan is a signatory of the Universal Declaration of Human Rights (1948) and many other declarations down to the World Declaration on Education for All (1990), the World Education Forum: Dakar Framework for Action 2000, the Recife Declaration of E-9 Countries 2000 and the Beijing Declaration of E-9 Countries on ICT and EFA 2001. But Pakistan, despite policy statements and target setting in various education policies and five-year plans is still far below universal primary education access and retention.

The priority is thus, still on the expansion of basic educational opportunity to all. However, with the emerging international agenda of quality education, Pakistan has also readdressed the educational target setting by adopting a two-pronged approach based on quantitative expansion along with quality enhancement, particularly since the 7th Five Year Plan. The National Education Policy 1998 has included many elements and strategies for improving quality at elementary level. The central message of SAP-II and EFA beyond DAKAR is Quality Education and that the access is not sustainable without quality (Govt. of Pakistan, 2000). The important policy statements and strategies are listed below:

The National Education Policy 1992 recognized that the quality aspect of primary education has been compromised and required urgent examination of the measures needed for its raising. The policy has mentioned several strategies for the purpose including teachers' training; updating "primary kit"; provision of books; etc.

The National Education Policy 1998-2010 had also included among its objectives the improvement of elementary education. The policy gives a comprehensive list of quality inputs such as merit-based recruitment of teachers; pre-service and in-service training of teachers; improving the quality and availability of books; etc..

Education Sector Reforms: Action Plan 2001-2005 based on National Educational Policy 1998-2010 among its nine sectors includes a cross-cutting thrust area of quality assurance in education including upgraded teacher training, textbooks and curricula, and assessment system. The National Plan of Action (NPA) for Education for All also addresses the issue of quality education. The major quality inputs suggested include reforms in curricula (focusing on basic

learning needs of child, youth, adolescent and adult), textbook development and teachers' training. An improved system of examination/assessment i.e. National Education Assessment System (NEAS) will also be introduced. Besides, early childhood education programmes will be initiated as part of efforts to improve the achievement of pupils at primary education level.

Defining Quality:

Despite the growing concern about the quality of education, its crystallized definition is somewhat difficult (Aspin & Chapman, 1994), largely due to a wide array of stakeholders and consumers along with the complexities of teaching-learning process which need to be unfolded continuously. Terms like effectiveness, efficiency, equity, equality and quality are often used interchangeably (Adams, 1993). Most of the people view quality of education as the learning outcomes of students which is the primary concern of all stakeholders. But to achieve the desired quality the antecedents, that is the input and process should also have quality in terms of efficiency, effectiveness, excellence, and social justice. The quality education output can be achieved only if quality is ensured at each level of the educational process from standard setting, learning environment, teacher training, teacher-learning process, assessment and monitoring. A sketchy model of quality can be plotted as under:

Model of Quality Control in Education:

Adams (1993) included six elements of quality i.e. reputation of the institution, resources and inputs, process, content, output and outcomes, and value added. Since the concept of quality control and quality management have come from industrial and management sciences, the models of quality control are essentially based on the same philosophy. The industrial models were later on applied and adapted to the educational settings. The educational planners have been defining the quality out-put and have been searching for educational quality correlates. The quality out-put is defined in terms of learning achievement in three domains i.e. cognitive, affective and psychomotoric. Other indicators of quality output are decreasing rates of dropout and increasing rates of stay-ins, number who complete the program cycle and, gender and social equality.

The literature on the determinants of quality education output is not only scanty it provides varied rather divergent findings on many of the inputs. Lockheed and Verspoor (1991) in a study of developing countries have identified various input and process determinants of educational output. These include orderly school environment, academic emphasis in the form of clearly defined learning outcomes and standards, curriculum, particularly the "implemented curriculum" (textbooks, other learning materials), time for learning, effective use of school time, qualified teachers and healthy children. The developed countries show the similar results with a varying level of quality inputs. For example literature on Educational Reforms in the United States describes that standards of education can be improved through redefining basic curricula, and setting performance standards required from students at the completion of the program (Paliakoff and Schwartzbeck, 2001). Farguson, as cited in Paliakoff and Schwartzbeck (2001), after his examination of student achievement in 900 Texas school districts concluded that the quality of teachers is the most critical aspect of schooling and that it has a direct impact on student learning. Similarly the TIMMS study suggests that teaching practices constitute a part of the difference in student achievement in Mathematics and Science. Moreover, the curricula is also important in raising the student achievement.

A report "US about Initiative on Education for All, 2002" enlists teacher training, improved curriculum, management system, parent and community involvement and accountability as the major required educational reforms. The USAID has thus laid down the same parameters for

funding basic education programmes i.e. accountability, qualified teachers in every classroom, locally managed schools, and participation of community

Definition of Quality in the Context of EFA:

The Dakar Framework of Action 2000 defined quality of education in terms of recognized and measurable learning outcomes especially in literacy, numeracy and essential life skills. Article 42 of the Expanded Commentary on the Dakar Framework of Action further elaborates that 'a quality education is one that satisfies basic learning needs, and enriches the lives of learners and their overall experience of living.

The measures to attain the required quality were suggested as under:

1. Healthy, well nourished and motivated students.
2. Adequate facilities and learning materials.
3. A relevant curriculum.
4. Environment that encourages learning.
5. Clear definition of learning outcomes.
6. Accurate assessment of learning outcomes.
7. Participatory governance and management.
8. Engaging local communities.

The Recife Declaration of the E-9 project (2000) reaffirmed almost all the above declared goals of education. It has also mentioned the use of modern technology in all aspects of education.

The Beijing Declaration of the E-9 project on ICT and EFA (2001) further expressed its commitment to:

1. Using ICT for distance basic education.
2. Funding comprehensive training of teachers, administrators and others in the use of ICT.
3. Raising the quality of teachers' professional development.
4. Meeting requirements of female teachers and of teachers in disadvantaged and rural areas.

Pakistan policy makers have drawn guidelines for the enhancement of quality of education from the international knowledge, Declaration on EFA, and indigenous situation analysis. The National Education Policy, 1992, in the context of primary education, clearly mentions the plan to adopt special measures for improving the quality of education. These measures include proper training of teachers, update 'primary kit' provision of computers, books of general knowledge, science and mathematics and raising the number of teachers to five per school over a period of ten years. The National Education Policy 1998-2010 had also emphasized the improvement of elementary education. The policy gives a comprehensive list of quality inputs i.e. merit based recruitment of teachers, pre-service and in-service training, provision of career structure and system of awards and incentives; introducing learner centered instruction, improving the quality and availability of textbooks and other learning materials, improvement of curriculum, capacity building of various bodies in management and supervision of education, and reforms in examinations and assessment system. In the ESR Action Plan 2001-2005 the strategies for quality improvement and assurance at all levels have been outlined as under:

1. Benchmarking competencies.
2. Continuous improvement of curricula.
3. Staff development, teacher education and training, and professional development of planners, managers and staff at all levels.

4. Establishment of National Educational Assessment System (NEAS).
5. Strengthening the Teacher Training institutions.
6. Setting Academic Audit through linkage of grants/incentives with quality.
7. Increase of non-salary budget for provision of conducive educational environmental.
8. District based educational planning and implementation under the Devolution Plan.
9. Public-private partnership and community participation.

The correlates of quality education identified by international studies and the above mentioned strategies and targets can be classified under three categories i.e. the inputs and processes and output standards to be gauged by assessment of learning outcomes and through academic audit.

Input, Process and Output Indicators in Quality Learning Model:

Inputs:

1. **Policy administration**

(a) Aims and objectives
(b) Administrative bodies/administrative authorities
(c) Delegation of authority and responsibility/decentralization

2. Support Inputs:

(a) Building and physical facilities
(b) Curriculum and textbooks
(c) Library instructional materials
(d) Equipment

3. Teachers:

(a) Academic and professional qualifications
(b) Terms and conditions and career ladder
(c) In-service training and professional development
(d) Accessibility and fee structure, gender, racial and other equity

Processes:

(a) School climate/psycho-social environment
(b) Teachers

Job assignment of teachers: - compatibility with qualifications and workload 2.2 Work environment and relations

Teaching-learning process:

(a) Teaching learning strategies
(b) Examinations and assessment
(c) Student feedback system
(d) Character building activities
(e) Individualized/remedial instruction activities

Parent-school/community relationship

1. Quality Output:

(a) Participation, retention, and completion rates
(b) Academic achievement: knowledge, skills and attitudes measured against set standards linked to national goals.

2. Personality and other traits

(a) Healthy and well nourished
(b) Happy and confident
(c) Curious and creative

3. Student perception of school
4. Community's perception of school

QUALITY OF EDUCATION IN PAKISTAN

Quality Output: All quality inputs converge to yield quality learning of students. Student achievement as an indicator of quality output received global recognition when the International Consultative Forum on EFA listed it as one of the indicators to be used for the year 2000 EFA Assessment. The commitment was further spelled out in the form of sixth goal of the Dakar Framework of Action for EFA as under:

"Improving all aspects of the quality of education and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all."

In Pakistan, the system of National or Provincial Assessment has yet not been established. Standardized data on student learning over years or over repeated measurements is non-existent. However, the realization of a coherent National Assessment has been emerging since mid eighties of the last century. Resultantly a number, nearly two dozens, isolated studies on student learning have been conducted by different agencies and organizations since 1984 and more so during the last decade. Some of the studies have been conducted at national level, whilst other focused on provinces and still some other had a very narrow focus and limited sample. The parameters, methodologies and rigour of the studies also vary. The tests used were generally curriculum and textbook bound. Some small-scale studies used competencies as the standards for testing

A compilation and analysis of various studies has been done and it has been concluded that on the average students do not achieve competency on more than half the material in the 5th grade curriculum (Benoliel, 1999 in UNESCO, 2001). BRIDGES (1989) observed that students of grade 4th and 5th attained scores of 29 and 33 in science and 25 and 26 in mathematics. A study by Mirza and Hameed (1995) in Punjab shows that students of grade I, II, III, IV and V attained mean scores of 62%, 70%, 53%, 51% and 46%, respectively. In grade IV and V the lowest scores were observed in mathematics. Baseline survey of Sindh (2000) reported a mean score of 8 in mathematics. Studies further show that students performed better on items measuring rote learning and poorly on items requiring comprehension, problem solving and life skills. Pervez (1995) also found over 60% children at the end of grade 5 competent in rote learning whilst only 18 - 27% could write a letter, read with comprehension and demonstrate life skill knowledge.

Quality Inputs: Quality learning cannot be expected without quality inputs. But the context of public primary education in Pakistan is very difficult. About 71% schools are located in rural areas. A general picture of inputs in schools can be portrayed as under:

(a) Provisions in primary schools particularly the rural primary schools are very poor.
(b) Nearly 1/6th of the primary schools are shelterless.
(c) The schools with building have insufficient accommodation

Rooms and a veranda:

(a) Students mostly sit on mats/tat.
(b) Per school average number of teachers is 2.35.
(c) In mosque schools the average number of teachers is

Per school:

Textbooks for teachers: Never provided.

(a) **Teaching Kit:** Supplied in mid seventies. Never updated or repaired. Teachers hesitate to use it due to fear of breakage.

(a) Copy of curriculum: Never provided.

(b) Resource Materials: Never provided.
(c) Community support is at the very low, but is being sought through various modes.

Teachers at Primary Level: The importance of teacher as key figure in the education process has always been recognized. The most recent National Education Policy 1998-2010 also recognizes that the teacher is considered the most crucial factor in implementing all educational reforms at the grass-root level.

The World Declaration on Education for All emphasized the role of teacher as under:

"The pre-eminent role of teachers as well as of other educational personnel in providing quality education needs to be recognized and developed to optimize their contribution ……improve their working conditions and status notably in respect to the recruitment, initial and in-service training, remuneration and career development possibilities." (Article 1.6 para 33, p. 58).

The Dakar Framework of Action for EFA, 2000 also states as under:

"Enhance the status, morale and professionalism of teachers" (Article 8-ix)

The quality of public primary school is a matter of concern both in terms of number of teachers provided and their qualifications. The figures show that on the average only 2.35 teachers have been provided to a school. The mosque schools have an average of 1.3 teachers per school. The qualifications of teacher are generally matriculate/HSC + PTC/CT. In some of the areas even the condition of matriculate has to be relaxed. The teachers have hardly any opportunity for systematic in-service training. On-the job training, monitoring and guidance is nearly non-existent.

A teacher with such a profile has to teach almost three to six grades simultaneously in a difficult context, an environment of least facilities and support.

QUALITY IMPROVEMENT INITIATIVES AND PROJECTS

Although the commitment to quality of education has emerged explicitly only recently, a visible concern for enhancing quality of education has been observed since the late eighties. Several inputs through various donor-driven projects have been made. Some of the projects have been successful and have emerged as regular programmes, some other have been successful but phased out with the project closure and some other could not make any impact even during the project period. Several initiatives and interventions of quality education were reviewed to identify the most successful practices which have high feasibility of cost effective replication.

Successful Experiences of Quality Education Selected for the Study:

Criteria for the Selection of Successful Projects/Cases: Following criteria was used for the selection of successful cases.

1. Has empirical evidence for enhancing student learning in the form of improved scores.
2. The project should have stayed in the field for at least about two years.
3. The programme should be sustainable/replicable/feasible.
4. Programme should have institutional set up.
5. It should have optimum resource utilization/should be economic.
6. The positive impact had remained visible for some time.
7. Should be in the public sector or have public-private partnership.

Additional Criteria:

8. Has enhanced the enrolment rate in the catchment area.
9. Shows evidence of gender equality.
10. Reach the disadvantaged.
11. Has participation of the community.

12. Has a high perception value in the community.

Effort was made to include cases of different sectoral inputs. Therefore not more than two similar cases have been included in the study.

PROCEDURE/METHODOLOGY

Information/Data Collection: As a first step, information was sought from the provincial/area focal persons identified by UNESCO for the study. The focal persons provided a summary of the projects/experiences perceived as "best practices" by them in the context of improving the quality of education.

Selection of Relevant Projects: As all projects/experiences received from the provinces were not relevant to basic/primary education therefore, after a review by the study's Technical Committee (constituted by UNESCO), the relevant projects/experiences were identified. After obtaining additional information on each of the project/experience chosen, the Technical Committee, in a subsequent meeting, finalized the selected "best practices".

The projects/experiences selected for the study are as follows:

1. National Teaching Kit for Primary Classes: Experience relates to all provinces of Pakistan.
2. Supplementary Readers in Punjab. 3. Primary Education Programme - Improvement of the Learning Environment (PEP-ILE), KPK.
4. Community Support Process, Balochistan. Application of the CSP model in Sindh is also discussed.
5. Fellowship School Programme in Balochistan and Sindh
6. Parent Teacher Associations with Special Reference to Federal Area. Related experiences from KPK, Balochistan and Sindh are also mentioned.
7. Curriculum Reform Project under PEP-II Project. 8. Provincial Education Assessment System in KPK.

Presentation: The experiences selected have been described briefly. To give a holistic picture of the intervention, similar experiences from other provinces have also been included. The inputs, processes, output and impact of the project have been highlighted. Feasibility of replication along with estimated cost, wherever available, has also been mentioned.

1. **National Level Experience: National Teaching Kit for Primary Classes:**

Quality Input Indicators:

(a) Library and instructional material.
(b) Equipment.
(c) Teaching learning strategies.

Quality Output Indicators:

(a) High perception among teachers.
(b) Better learning of students particularly in science and mathematics.
(c) Recognition of Kit as a useful input in subsequent education policies.
(d) Revival of Kit in ADB sponsored community model schools in Baluchistan in recent years.
(e) Extension of Kit in middle schools.
(f) Cost effective feasibility of replication.

One of the most significant quality input was the National Teaching Kit for primary classes. The project was launched in accordance with the Education Policy 1972-80. It remained in use with varying degree over the years. Its importance has been realized again and revival of the Kit is visible in Balochistan. The input was planned and provided based on the theory that at ages 5 -

9 learning can be enhanced through concrete experiences. The objective was to improve the quality of classroom teaching learning process helping students to give practical experience, identify problems, seek their solutions, acquire understanding of basic principles, develop skills of observation, experimentation and exploring. It was designed to help students understand the processes rather than memorizing facts. This unique innovation aimed at the total development of the personality of the learner through the effective involvement of senses in observation, exploration and understanding of the natural as well as social environment through inquiry and open ended activities which children can perform at home, at school, or even under a tree with the help of a self-contained, self-sufficient package of essential items and activities without any need of proper laboratory facilities.

Sponsoring and Implementation Agencies:

The Teaching Kit was prepared by the National Education Equipment Centre, Lahore under the directions and approval of a National Committee of the Curriculum Wing, Ministry of Education. It includes 100 items of instructional material covering all primary class subjects particularly Science, Mathematics, Social Studies and Urdu; tools and instruments to enable teacher to develop low cost instructional aids using indigenous materials and teacher's manual. The Kit was provided to 65,000 schools through the National Education Equipment Centre (NEEC) Lahore in a phased manner from 1975 - 77. The cost of the project was Rs. 80 million with major funding from UNICEF.

While designing the kit, the following points were kept in mind:

(a) Suitability for the ages 5 - 10 years.
(b) Provision of concrete experiences at early stage of schooling and gradually move to abstract experiences.
(c) Relevance to the curriculum objectives.
(d) Use locally available material.
(e) Achieve the maximum instructional values at a minimum cost.
(f) Inter-disciplinary use of different items.

IMPACT OF TEACHING KIT

Problems and Difficulties in Use of the Teaching Kit: 1. Teachers generally hesitate to use the kit for fear of breakage of the material. There is no provision of replacement of the items/materials by the Education Department. It was only a one-time provision. 2. Improvement, addition/deletion has not been made in the Kit with the changing curricula and textbooks. 3. Teachers and supervisory/monitoring staff have not been given and are not given any training in the use of Kit materials. 4. Teachers have a feeling that the use of Teaching Kit and participative teaching learning styles regress the coverage of the syllabus for which the teachers are accountable. Therefore teachers refrain from its frequent use. 5. The material is provided in a steel trunk (Box). There is no proper place/ arrangement for keeping the material in easy access and use.

Present Status and Possibility of Scale Revival of the Teaching Kit:

Continuity Impact of Teaching Kit: The intervention was appreciated by all concerned and was considered useful in improving the quality of teaching-learning process. The National Education Policy 1992 included the updating of Primary Teaching Kit. Similarly the National Education Policy 1998 mentions the provision of improved instructional material. Recently the provision of Science Teaching Kit to elementary schools shows the acknowledgement of the effectiveness of such an intervention. The Primary Teaching Kit is still available in many schools and was in use at least in 15% of the primary schools. Recently the Kit has been provided to

Community Model Schools sponsored under Asian Development Bank in NWFP and Balochistan.

SUPPLEMENTARY READERS IN PUNJAB

Quality Input Indicators: • Library and Instructional Materials. • In-service training and professional development. • Teaching learning strategies. • In-school psycho-social environment.

Quality Output Indicators: • Increased reading comprehension • Increased interest for reading • Motivated private sector to publish more children literature • Punjab Textbook Board published twenty Supplementary Reader and venturing on more • Project shaping into a programme. • A cost effective input.

It is a well-established assumption that students who have wider reading opportunities develop better attitude towards reading resulting in enhanced learning. The importance of Supplementary Readers provided in the schools is considered more valid in developing countries than in developed and industrialized countries where children have access and opportunity to additional reading at home. The need for such material at primary and elementary levels has also been well expressed in Pakistan National Education Policy 1998. Its chapter on Elementary Education states that "availability and use of supplementary reading materials, library books and children literature shall be ensured." (p. 32)

Output Indicators/Impact: Curriculum Research and Development Centre (CRDC) selected 100 schools for a monitoring study (CRDC, 2001). The study reports that the Supplementary Readers were welcomed by the teachers and students and girls were more responsive to the intervention as compared with boys. Students took interest and demanded more reading material. Students (80%) read the books and then narrated stories to other students. Some of the teachers used these materials as support material to the textbooks. The majority of teachers (60%) were of the opinion that students vocabulary was enriched through the use of Supplementary Readers. The materials were significantly helpful in developing self-confidence among students and provide opportunity to express themselves.

Continuity Impact: The empirical evidence of the effectiveness of supplementary readers in schools of other countries and especially in Pakistan has created awareness among policy planners and educationalists about their importance. The private publishers are now providing more children literature in the market. The Punjab Textbook Board has developed twenty Supplementary Readers and has made those available in the market.

Feasibility of Large Scale Implementation: Provision of Supplementary Readers was a full-scale intervention in elementary schools and at a fairly large scale in the primary schools. It is one of the very few interventions with research-based evidence of enhanced student learning (reading comprehension), increased interest in reading and improved personality. The impact in production generation by the Punjab Textbook Board and the private publisher has turned the project into a programme.

The practice has exhibited sufficient grounds for further strengthening and development of reading materials for students. The following measures are needed for establishing libraries of relevant supplementary readers in primary schools:

1. Government should encourage the production and publication of children literature.
2. Graded Urdu vocabulary to be achieved by students in each grade should be developed.
3. Supplementary Readers be developed in a scientific manner using graded vocabulary.
4. Funds/books should be provided as part of recurring budget to each school.
5. Training to teachers should be given in using activity based teaching-learning methods particularly for encouraging supplementary reading. The practice would then transfer to the regular classroom teaching.

Quality Driven Initiative – MCQs

Write the correct answer:

1. 'Quality Driven Initiative' (QDI) reflects the vision of educational, socio-economic, cultural and political scenario:
   (a) National (b) Regional
   (c) Global
   (d)✓ All of the above
2. Initiative taken on quality Drive (QD) by Secretary School Education to ensure minimum quality standards of:
   (a)✓ Primary Schools of Punjab
   (b) Secondary Schools of Punjab
   (c) Higher Secondary Schools of Punjab
   (d) None of these
3. Every EDO/ DEO / Dy.DEO/AEO/DTE shall adopt ______ for improving students' competency in Urdu, English & Mathematics in grade 1, 2 and 3:
   (a) Two Colleges
   (b) Two Universities
   (c)✓ Two Schools
   (d) None of these
4. In 'Quality Driven' deliver model lessons in subjects ______ well prepared:
   (a) Urdu (b) English
   (c) Maths
   (d)✓ All of the above
5. Enrich students' vocabulary by using:
   (a) Classroom objects
   (b) Students bags
   (c) Parts of body
   (d) Chair and desk
   (e) Season
   (f) Vegetables and fruits
   (g) Plants, dresses
   (h)✓ All of the above
6. Give the full name of EO:
   (a)✓ Education Officer
   (b) Engineer's Office
   (c) Excise Officer
   (d) None of these
7. DEO means:
   (a)✓ District Education Officer
   (b) Deputy District Education Officer
   (c) (a) &(b) (d) None of these
8. AEO means:
   (a)✓ Assistant Education Officer
   (b) Administrative Education Officer
   (c) Assistant Excise Officer
   (d) None of these
9. DSD means:
   (a)✓ Directorate of Staff Development
   (b) District Surgeon Dentist
   (c) District Social Department
   (d) None of these
10. What is meant by quality of education?
    (a) It means setting standards which make a pavement for assessment of standards, comparability of programs, and accountability for meeting the targets
    (b) Promotion of basic education and learning process
    (c)✓ (a) & (b) (d) None of these
11. A landmark document for the promotion of basic education emphasized that 'the focus of education must, therefore, be on actual learning outcomes rather than exclusively on enrolment'. It is provided in:
    (a)✓ The Jomtien Declaration of EFA, 1990
    (b) Dakar Framework of Action, 2000
    (c) Education Policy, 2009
    (d) None of these
12. In which document it is declared primary education as the basic human right of all people:
    (a) The Jomtien Declaration of EFA, 1990
    (b) Dakar Framework of Action, 2000
    (c) Education Policy, 2009
    (d)✓ The Universal Declaration of Human Rights, 1948

13. The Expanded Commentary on the Dakar Framework of Action includes following two articles on quality:
    (a) Evidence over the past decade has shown that efforts to expand enrolment must be accompanied by attempts to enhance educational quality (Article 43).
    (b) Government and all other EFA partners must work together to ensure basic education of quality for all, regardless of gender, health, location, language, or ethnic origin (Article 44).
    (c)✓ (a) & (b) (d) None of these
14. The Recife Declaration of UNESCO E-9 project (Education for All in the nine most populous developing countries), of ______, reaffirms commitment to the enhancement of quality of basic education through adopting several measures:
    (a)✓ January 2000
    (b) January 2002
    (c) January 2004
    (d) January 2006
15. The ______ of the E-9 Project on ICT and EFA (August 2001) reiterated its commitment to raise the quality of education through using Information Communication Technology (ICT), and better training of teachers and administrators:
    (a) Islamabad Declaration
    (b)✓ Beijing Declaration
    (c) New York Declaration
    (d) London Declaration
    (e) None of these
16. Pakistan is a signatory of the Universal Declaration of Human Rights (1948) and many other declarations down to the World Declaration on Education for All (1990), the World Education Forum:
    (a) Dakar Framework for Action 2000,
    (b) The Recife Declaration of E-9 Countries 2000
    (c) The Beijing Declaration of E-9 Countries on ICT
    (d) EFA 2001
    (d)✓ All of the above
17. Pakistan has readdressed the educational target setting by adopting a two-pronged approach based on quantitative expansion along with quality enhancement, particularly since the ______
    (a)✓ 7th Five Year Plan
    (b) 4th Five Year Plan
    (c) 5th Five Year Plan
    (d) 3th Five Year Plan
    (e) None of these
18. The National Education Policy 1998 has included many elements and strategies for improving quality at ______ level:
    (a) Secondary (b)✓ Elementary
    (c) Higher (d) None of these
19. The central message of SAP-II and EFA beyond DAKAR is ______ Education:
    (a)✓ Quality (b) Secondary
    (c) Higher (d) None of these
20. The National Education Policy ______ recognized that the quality aspect of primary education has been compromised and required urgent examination of the measures needed for its raising:
    (a)✓ 1992 (b) 2006
    (c) 2009 (d) None of these
21. The National Education Policy, 1992 has mentioned several strategies for the purpose including:
    (a) Teachers' training
    (b) Updating "primary kit"
    (c) Provision of books
    (d)✓ All of the above
22. The National Education Policy 1998-2010 had also included among its objectives the improvement of ______
    (a) Foreign Education
    (b) Foreign Scholarship
    (c)✓ Elementary Education

Quality Driven Initiative – MCQs

Write the correct answer:

1. 'Quality Driven Initiative' (QDI) reflects the vision of educational, socio-economic, cultural and political scenario:
   (a) National (b) Regional
   (c) Global
   (d)✓ All of the above
2. Initiative taken on quality Drive (QD) by Secretary School Education to ensure minimum quality standards of:
   (a)✓ Primary Schools of Punjab
   (b) Secondary Schools of Punjab
   (c) Higher Secondary Schools of Punjab
   (d) None of these
3. Every EDO/ DEO / Dy.DEO/AEO/DTE shall adopt ______ for improving students' competency in Urdu, English & Mathematics in grade 1, 2 and 3:
   (a) Two Colleges
   (b) Two Universities
   (c)✓ Two Schools
   (d) None of these
4. In 'Quality Driven' deliver model lessons in subjects ______ well prepared:
   (a) Urdu (b) English
   (c) Maths
   (d)✓ All of the above
5. Enrich students' vocabulary by using:
   (a) Classroom objects
   (b) Students bags
   (c) Parts of body
   (d) Chair and desk
   (e) Season
   (f) Vegetables and fruits
   (g) Plants, dresses
   (h)✓ All of the above

Give the full name of EO:
(a)✓ Education Officer
(b) Engineer's Office
(c) Excise Officer
(d) None of these

DEO means:
(a)✓ District Education Officer
(b) Deputy District Education Officer
(c) (a) &(b) (d) None of these

8. AEO means:
   (a)✓ Assistant Education Officer
   (b) Administrative Education Officer
   (c) Assistant Excise Officer
   (d) None of these
9. DSD means:
   (a)✓ Directorate of Staff Development
   (b) District Surgeon Dentist
   (c) District Social Department
   (d) None of these
10. What is meant by quality of education?
    (a) It means setting standards which make a pavement for assessment of standards, comparability of programs, and accountability for meeting the targets
    (b) Promotion of basic education and learning process
    (c)✓ (a) & (b) (d) None of these
11. A landmark document for the promotion of basic education emphasized that 'the focus of education must, therefore, be on actual learning outcomes rather than exclusively on enrolment'. It is provided in:
    (a)✓ The Jomtien Declaration of EFA, 1990
    (b) Dakar Framework of Action, 2000
    (c) Education Policy, 2009
    (d) None of these
12. In which document it is declared primary education as the basic human right of all people:
    (a) The Jomtien Declaration of EFA, 1990
    (b) Dakar Framework of Action, 2000
    (c) Education Policy, 2009
    (d)✓ The Universal Declaration of Human Rights, 1948
13. The Expanded Commentary on the Dakar Framework of Action includes following two articles on quality:
    (a) Evidence over the past decade has shown that efforts to expand enrolment must be accompanied by attempts to enhance educational quality (Article 43).
    (b) Government and all other EFA partners must work together to ensure basic education of quality for all, regardless of gender, health, location, language, or ethnic origin (Article 44).
    (c)✓ (a) & (b) (d) None of these
14. The Recife Declaration of UNESCO E-9 project (Education for All in the nine most populous developing countries), of ______, reaffirms commitment to the enhancement of quality of basic education through adopting several measures:
    (a)✓ January 2000
    (b) January 2002
    (c) January 2004
    (d) January 2006
15. The ______ of the E-9 Project on ICT and EFA (August 2001) reiterated its commitment to raise the quality of education through using Information Communication Technology (ICT), and better training of teachers and administrators:
    (a) Islamabad Declaration
    (b)✓ Beijing Declaration
    (c) New York Declaration
    (d) London Declaration
    (e) None of these
16. Pakistan is a signatory of the Universal Declaration of Human Rights (1948) and many other declarations down to the World Declaration on Education for All (1990), the World Education Forum:
    (a) Dakar Framework for Action 2000,
    (b) The Recife Declaration of E-9 Countries 2000
    (c) The Beijing Declaration of E-9 Countries on ICT
    (d) EFA 2001
    (d)✓ All of the above
17. Pakistan has readdressed the educational target setting by adopting a two-pronged approach based on quantitative expansion along with quality enhancement, particularly since the ______
    (a)✓ 7th Five Year Plan
    (b) 4th Five Year Plan
    (c) 5th Five Year Plan
    (d) 3th Five Year Plan
    (e) None of these
18. The National Education Policy 1998 has included many elements and strategies for improving quality at ______ level:
    (a) Secondary (b)✓ Elementary
    (c) Higher (d) None of these
19. The central message of SAP-II and EFA beyond DAKAR is ______ Education:
    (a)✓ Quality (b) Secondary
    (c) Higher (d) None of these
20. The National Education Policy ______ recognized that the quality aspect of primary education has been compromised and required urgent examination of the measures needed for its raising:
    (a)✓ 1992 (b) 2006
    (c) 2009 (d) None of these
21. The National Education Policy, 1992 has mentioned several strategies for the purpose including:
    (a) Teachers' training
    (b) Updating "primary kit"
    (c) Provision of books
    (d)✓ All of the above
22. The National Education Policy 1998-2010 had also included among its objectives the improvement of ______
    (a) Foreign Education
    (b) Foreign Scholarship
    (c)✓ Elementary Education

(d) None of these

23. The National Education Policy, 1998-2010 gives a comprehensive list of quality inputs such as:
(a) Merit-based recruitment of teachers
(b) Pre-service and in-service training of teachers
(c) Improving the quality and availability of books
(d)✓ All of the above

24. The National Plan of Action (NPA) for Education for All addresses the issue of:
(a)✓ Quality education
(b) Quantity education
(c) (a) & (b) (d) None of these

25. Give the full name of NEAS:
(a)✓ National Education Assessment System
(b) National Equality Assessment System
(c) National Electrical Assessment System
(d) None of these

26. In National Education Assessment System (NEAS) introduced:
(a)✓ To improve the achievement of pupils at primary education level
(b) To improve the achievement of pupils at secondary education level
(c) To improve the achievement of pupils at higher secondary education level
(d) None of these

27. Adams described which elements with regard to the quality education:
(a) Reputation of the institution
(b) Resources and inputs
(c) Process
(d) Content
(e) Output and outcomes
(f) Value added
(g)✓ All of the above

28. The quality out-put is defined in terms of learning achievement in which domains:
(a) Cognitive
(b) Affective
(c) Psychomotoric
(d)✓ All of the above

29. ______ (1991) in a study of developing countries has identified various input and process determinants of educational output:
(a)✓ Lockheed and Verspoor
(b) Adams and Farguson
(c) (a) & (b) (d) None of these

30. The measures to attain the required quality were suggested as:
(a) Healthy, well nourished and motivated students.
(b) Adequate facilities and learning materials.
(c) A relevant curriculum.
(d) Environment that encourages learning.
(e) Clear definition of learning outcomes.
(f) Accurate assessment of learning outcomes.
(g) Participatory governance and management.
(h) Engaging local communities.
(i)✓ All of the above

31. The Beijing Declaration of the E-9 project on ICT and EFA (2001) further expressed its commitment to:
(a) Using ICT for distance basic education.
(b) Funding comprehensive training of teachers, administrators and others in the use of ICT.
(c) Raising the quality of teachers' professional development.
(d) Meeting requirements of female teachers and of teachers in disadvantaged and rural areas.
(e)✓ All of the above

32. In National Education Policy, 1992, measures include:
(a) Proper training of teachers
(b) Update 'primary kit'
(c) Provision of computers
(d) Books of general knowledge
(e) Science and mathematics

(f) Raising the number of teachers to five per school over a period of ten years
(g)✓ All of the above

33. In the ESR Action Plan 2001-2005 the strategies for quality improvement and assurance at all levels have been outlined as:
(a) Benchmarking competencies.
(b) Continuous improvement of curricula.
(c) Staff development, teacher education and training, and professional development of planners, managers and staff at all levels.
(d) Establishment of National Educational Assessment System (NEAS).
(e) Strengthening the Teacher Training institutions.
(f) Setting Academic Audit through linkage of grants/incentives with quality.
(g) Increase of non-salary budget for provision of conducive educational environmental.
(h) District based educational planning and implementation under the Devolution Plan.
(i) Public-private partnership and community participation.
(j)✓ All of the above

34. Policy administration having the features of:
(a) Aims and objectives
(b) Administrative bodies/administrative authorities
(c) Delegation of authority and responsibility/decentralization
(d)✓ All of the above

35. Support inputs consist of:
(a) Building and physical facilities
(b) Curriculum and textbooks
(c) Library instructional materials
(d) Equipment
(e)✓ All of the above

36. Teachers enhanced and equipped with:
(a) Academic and professional qualifications
(b) Terms and conditions and career ladder
(c) In-service training and professional development
(d) Accessibility and fee structure, gender, racial and other equity
(e)✓ All of the above

37. Processes of input can be enhanced with the aid of:
(a) School climate/psycho-social environment
(b) Teachers
(c)✓ (a) & (b) (d) None of these

38. Teaching-learning process expanded by introducing:
(a) Teaching learning strategies
(b) Examinations and assessment
(c) Student feedback system
(d) Character building activities
(e) Individualized/remedial instruction activities
(f)✓ All of the above

39. 'Quality Output' enhanced by:
(a) Participation, retention, and completion rates
(b) Academic achievement: knowledge, skills and attitudes measured against set standards linked to national goals.
(c)✓ (a) & (b) (d) None of these

40. Personality and other traits:
(a) Healthy and well nourished
(b) Happy and confident
(c) Curious and creative
(d)✓ All of the above

41. All quality inputs converge to yield quality learning of students. Student achievement as an indicator of quality output received global recognition when the International Consultative Forum on ______
(a)✓ 2000 EFA
(b) UNESCO 2001
(c) BRIDGES 1989
(d) None of these

42. In Pakistan about ______ schools are located in rural areas:

(a) 61% (b)✓ 71%
(c) 81% (d) 91%

43. In Pakistan a general picture of inputs in schools can be portrayed as:
(a) Provisions in primary schools particularly the rural primary schools are very poor.
(b) Nearly 1/6th of the primary schools are shelterless.
(c) The schools with building have insufficient accommodation
(d)✓ All of the above

44. In Pakistan:
(a) Students mostly sit on mats/tat.
(b) Per school average number of teachers is 2.35.
(c) In mosque schools the average number of teachers
(d)✓ All of the above

45. Criteria for the Selection of Successful Projects/Cases:
(a) Has empirical evidence for enhancing student learning in the form of improved scores.
(b) The project should have stayed in the field for at least about two years.
(c) The programme should be sustainable/replicable/feasible.
(d) Programme should have institutional set up.
(e) It should have optimum resource utilization/should be economic.
(f) The positive impact had remained visible for some time.
(g) Should be in the public sector or have public-private partnership.
(h)✓ All of the above

46. Additional criteria for the Selection of Successful Projects/Cases:
(a) Has enhanced the enrolment rate in the catchment area.
(b) Shows evidence of gender equality.
(c) Reach the disadvantaged.
(d) Has participation of the community.
(e) Has a high perception value in the community.
(f)✓ All of the above

47. What are the Quality Input Indicators?
(a) Library and instructional material.
(b) Equipment.
(c) Teaching learning strategies.
(d)✓ All of the above

48. What are the Quality Output Indicators?
(a) High perception among teachers.
(b) Better learning of students particularly in science and mathematics.
(c) Recognition of Kit as a useful input in subsequent education policies.
(d) Revival of Kit in ADB sponsored community model schools in Baluchistan in recent years.
(e) Extension of Kit in middle schools.
(f) Cost effective feasibility of replication.
(g)✓ All of the above

49. In Pakistan 'Teaching Kit' was prepared by which body:
(a)✓ The National Education Equipment Centre, Lahore
(b) BISE
(c) Allama Iqbal Open University
(d) DSD (e) None of these

50. While designing the kit, which points were kept in mind?
(a) Suitability for the ages 5 - 10 years.
(b) Provision of concrete experiences at early stage of schooling and gradually move to abstract experiences.
(c) Relevance to the curriculum objectives.
(d) Use locally available material.
(e)✓ All of the above

==========

Literacy and Numeracy Drive

(Study Material)

Introduction:

Definition: In the context of Literacy and Numeracy Skills, we may define Literacy as: "The ability to read, write and calculate simple symbols, digits, words, sentences, texts, with understanding at normal speed, and tackle everyday life problems related to citizenship, gender sensitivity, health, ethics and technical know-how to improve life and ultimately the society." The definition refers to Literacy and Numeracy Skills components.

The above mentioned definition covers all the three levels of literacy which may equip a person with critical thinking and problem solving skills, awareness of citizenship, new technical information and skills to improve oneself and one's environment.

Specific Objectives: Specific objectives of the National Curriculum for Literacy are:-

1. To develop language skills (listening, speaking, reading and writing) for effective communication in the required language and to continue learning;
2. To develop numeracy skills and problem solving skills for application in daily life;
3. To apply knowledge of ethical and religious norms and values to all spheres of life;
4. To enhance awareness related to practical uses of science and technology, including mass media and ICTs;
5. To develop responsible attitude towards environment and health through scientific knowledge;
6. To enhance appreciation for family and community life through inculcating positive values and attitudes, including gender sensitivity;
7. To use acquired life skills to change living conditions of oneself on the basis of informed and responsible decisions;
8. To enhance independent and positive critical thinking.

Description, Objectives and Expected Outcomes of Literacy Levels:

Level 1 (equivalent to class 1+ assessment standard): The focus at this first level will be on the introduction to basic literacy and numeracy. Literacy and numeracy skills will be developed through themes that are relevant to learners' everyday life (life skills). Necessary oral skills in Urdu as a second language will be gradually introduced wherever required. Practical and pre-vocational skills would be optional for learners depending on the availability of the training facilities.

Objective: To enable the learner to recognize, read, write and reflect with understanding, the purpose and message of simple sentences and texts, addresses, posters, signs, symbols, digits, numbers up to 1000 (in figures) and up to 50 (in writing) and perform arithmetical operations up to 2-digit numbers.

Expected outcome: Ability to read a simple paragraph with understanding, to express ideas in simple writing and to do basic calculations.

Level 2 (equivalent to class 2+ assessment standard):

The focus at this level will be to further strengthen the literacy and numeracy competencies acquired at the former level. The use of real life related materials will be encouraged (newspapers, magazines, comics, street signs, calendars, posters, etc). At this level reading and writing in Urdu will be introduced and developed in a more systematic way particularly in those cases where it is learner's second language. The scope of life skills themes will be increased. English as an international language may be introduced orally, if teaching capacity is available.

Objective: To enable the learner to read and write, with accuracy and fluency, understanding different types of text and designs of various forms used for different purposes, recognize numbers up to 100,000 and their progression; calculate up to 5-digit numbers in addition and subtraction and by 3-digit numbers in multiplication and division, learn simple measurements and be able to express own views and identify and solve problems related to self and surroundings.

Expected outcome: Ability to read newspapers and communicate in simple writing to fill forms of daily use with understanding and to perform arithmetical operations and measurements related to day to day needs.

Level 3 (equivalent to class 4+ assessment standard):

The focus at this advanced / self learning level will be on the consolidation of the competencies developed in the previous levels related to communicative language, arithmetic and life skills. Second language skills will be further strengthened and English as an international language will be introduced in reading and writing depending on the availability of teacher.

Objective: To enable the learner to read and write accurately, fluently with speed and understanding of meanings of text. The learner at this level should be able to reflect on any type of text of daily usage; perform arithmetic operations for digit numbers and be able to practice the average and percentage, comprehend information and results and find ways for one self to make his/ her life better as a literate member of the society.

Expected outcomes: Ability to read and comprehend contents of textbooks, magazines and general reading material, write applications, letters giving information and feelings in simple text and ability to interpret, synthesize and solve arithmetical operations, geometrical and measurement problems related to day to day needs and continue self-learning.

A literate young person after these three levels may join the regular/ formal school. He /She may study additional school courses like Islamic Studies, Science and Social Studies etc, to become primary level educated person and to continue further formal education.

Assessment and Certification:

Different kinds of assessment tools can be used in literacy programmes. Learners wishing to enroll in a literacy program should be assessed for placement. This is to ensure that they are placed at the correct level of learning. If they do not fall within the proposed three literacy levels, they should be referred to other institutions or training programmes.

Educators who teach a literacy program should be aware of the different forms of assessment. They will be expected to conduct internal informal, formal and diagnostic assessments. Diagnostic assessments should enable the educators to recognize learning difficulties. Moreover a system should also be designed for referring learners with special learning needs to appropriate learning institutions

Formative and summative assessments should be carried out. Formative assessment includes the range of continuous assessment activities which are in-built into the course materials, such as self assessment, peer assessment, class tests and oral presentations etc.

In assessments half of the marks (50%) should be for formative assessment and the remaining 50% for their summative assessment. At levels-I and II the summative assessment should be internal and at level-III the summative assessment should be external. Learners should receive a certificate at the end of each level.

Special provisions should be made to accommodate the learners, who do not wish to be formally assessed and accredited with a certificate for continuation in a literacy programme.

Strategies: In order to effectively implement the curriculum framework the following strategies and support measures are recommended:-

(a) All material developers before embarking upon the task of developing specialized materials should ascertain what is already available and what can be slightly modified or adapted to suit specific learning objectives and at what level. This exercise will save a lot of unnecessary labour and will result in an affective utilization of the existing materials.

(b) Program monitoring will enable implementers to foresee problems and to make amendments in programs / plans to rectify the deficiencies. Continuous monitoring may help the educators to adjust their teaching methods and to improve curriculum contents. Various tools for monitoring will be required for each level and program and need to be developed before the implementation of the programme.

(c) Openness and flexibility in the implementation of the curriculum framework will be decisive for its functionality and success of the literacy program.

(d) Use of multiple resource materials which can be applied to real life situations should be used for promoting literacy skills. Teaching and learning of reading and writing skills will be eclectic in nature combining different methods with a diversity of exercises. Emphasis will be placed on making learners recognize and comprehend the meanings of phonemes and words. Vocabulary and complexity of the text will be in a graded form i.e. complexity level to be increased gradually. This will be facilitated by the use of supplementary materials from learners' everyday lives (e.g. newspapers, official documents, court decisions, police reports, forms, accounts, land and trade etc.). Skills must be developed systematically across the curriculum in all the learning areas throughout the three levels. Since adults are already capable of carrying out many numerical operations in their daily lives, so each mathematical operation will be approached and taught in a different manner. Rather than depending on rote-learning the methodological approach should be based on understanding the principles behind an operation. The mathematical exercises need to be integrated into economical, occupational, commercial, vocational and other daily activities that people perform in their lives.

(e) Children, youth and adults even those who are illiterate and have never attended school have a wealth of competencies, knowledge and experience that must be acknowledged as the starting point for the teaching process in every level, area and lesson.

(f) The development of a **training curriculum** for literacy personnel (managers, material developers, supervisors, and teachers) is recommended. The involved literacy personnel should also have opportunities on an ongoing basis to upgrade their skills and develop professionally.

(g) Support structures like mobile libraries should be particularly arranged in rural and disadvantaged areas to develop a **literate environment**.

Aims and Objectives of Literacy Curriculum: The national literacy curriculum has been prepared to harmonize outputs of existing literacy programmes and improve their quality. This initiative is a part of the commitment of the Ministry of Education, Govt. of Pakistan to achieve Education For All (EFA) goals, and create a literate environment in the country. The overall aim and objectives of the national curriculum for literacy are as under:-

1: Aim: To provide learning opportunities for out of school population (age 10+) who never went to school or have dropped out before becoming literate, and develop their literacy and numeracy skills relevant to their practical life, enabling them to improve quality of their lives.

2: Objectives of the National Literacy Curriculum: The National Curriculum for Literacy will contribute in achieving following objectives:-

(i) To promote the acquisition of knowledge and the development of competencies and skills required to enhance learners' quality of life.

(ii) To encourage the creation of literate environment conducive for further development of literacy and numeracy skills in order to make the interventions sustainable.

(iii) To ensure quality of learning through the adoption of appropriate methodologies and strategies.

(iv) To provide a basic framework that can facilitate the standardization and certification of literacy and numeracy programmes.

(v) To facilitate mainstreaming of neo-literate in formal system of education.

========

Literacy and Numeracy Drive – MCQs

Write the correct answer:

1. What is the definition of term 'Literacy"?
   (a) It is traditionally understood as the ability to read and write.
   (b) It includes the ability to use language, numbers, images and other means to understand and use the dominant symbol systems of a culture.
   (c) Knowledge that relates to a specified subject
   (d)✓ All of the above

2. Literacy is the ______ towards independent and life-long learning:
   (a)✓ First step (b) Second steps
   (c) Third step (d) None of these

3. Literacy comprises a set of basic skills which constitute the foundation in adult ______
   (a) Age
   (b)✓ Basic education
   (c) Secondary education
   (d) None of these

4. It is one of the important instruments for equipping people with minimum knowledge and skills that can help individuals to contribute effectively to the ______ of the country:
   (a)✓ Socio-economic development
   (b) Political development
   (c) Legal development
   (d) None of these

5. Being unable to read and write is not only a disability for the individuals themselves, but illiteracy of masses also hinders social reforms, poverty alleviation and modernization in a society and thus impedes overall economic productivity. It is the important for which fact:
   (a)✓ Literacy (b) Poverty
   (c) Political activity
   (d) None of these

6. Due to its important role in socio-economic development of a society, ______ has been accepted as an indicator of human resource development:
   (a) Legal development
   (b)✓ Literacy
   (c) Illiteracy (d) None of these

7. Pakistan's low ranking in the global Human Development Index (HDI) is due to its snail paced progress in the area of ______
   (a) Economic development
   (c) Legal development
   (c) Political development
   (d)✓ Literacy (d) None of these

8. The most reliable and surest means of promoting literacy in a country is to universalize ______ through formal schooling:
   (a)✓ Primary education
   (b) Secondary education
   (c) Higher education
   (d) None of these

9. Non-Formal Basic Education centers (NFBE) and adult literacy programmes should therefore be launched to reach the missed out and ______
   (a) Drop out children
   (b) Drop out youths
   (c) Drop out adults
   (d)✓ All of the above

10. It necessitates a distinctive curriculum and different set of learning materials and teaching methodologies for NFE (Non-Formal Education) and ______
    (a)✓ Adult literacy programmes
    (b) Faroog-e-Taleem
    (c) (a) & (b) (d) None of these

11. Promotion of literacy in the shortest time span is a priority for Pakistan, where about half of the population is:
    (a)✓ Illiterate (b) Literate
    (c) Average of the both
    (d) None of these

12. Which factors have affected the quality of literacy programmes in Pakistan?
    (a) Inconsistency in national policies
    (b) Abrupt closure of literacy programmes
    (c) Lack of institutional backup
    (d) Little or no research and training institutes for NFE and adult literacy
    (e) Absence of national curriculum for literacy
    (f)✓ All of the above

13. A number of government and non-governmental organizations have implemented adult literacy programmes by:
    (a) Using their own diverse sets of literacy materials
    (b) Without following a common curriculum framework
    (c) Uniform standards of assessment
    (d)✓ All of the above

14. It was in this context that the Ministry of Education recommended preparation of a national literacy curriculum in its policy document of 2003 titled "Guidelines for the Strategic Framework of Action for ______", developed in collaboration with UNESCO and JICA:
    (a)✓ UN Literacy Decade (2003-2012)
    (b) UN Literacy Decade (2005-2014)
    (c) UN Literacy Decade (2006-2015)
    (d) None of these

15. In collaboration with Education Sector Reforms Assistance (ESRA) Programme, the ______, Ministry of Education developed the first National Guidelines for Youth and Adult Literacy:
    (a)✓ Curriculum Wing
    (b) DSD
    (c) BISE (d) None of these

16. These Guidelines have been used as a basic document in the development of the National Curriculum for Literacy. Further, development of literacy curriculum is part of a broader national strategy to achieve a 50 per cent improvement in existing level of adult literacy by:
    (a) 2013 (b) 2014
    (c)✓ 2015 (d) 2016

17. Preparation of national curriculum for literacy also responds to the need for harmonizing national efforts effectively and for placing ______ at the heart of elementary education for transforming Pakistan into a literate society:
    (a)✓ Literacy (b) Illiteracy
    (c) Economic development
    (d) Political development

1: Aim: To provide learning opportunities for out of school population (age 10+) who never went to school or have dropped out before becoming literate, and develop their literacy and numeracy skills relevant to their practical life, enabling them to improve quality of their lives.

2: Objectives of the National Literacy Curriculum: The National Curriculum for Literacy will contribute in achieving following objectives:-

(i) To promote the acquisition of knowledge and the development of competencies and skills required to enhance learners' quality of life.

(ii) To encourage the creation of literate environment conducive for further development of literacy and numeracy skills in order to make the interventions sustainable.

(iii) To ensure quality of learning through the adoption of appropriate methodologies and strategies.

(iv) To provide a basic framework that can facilitate the standardization and certification of literacy and numeracy programmes.

(v) To facilitate mainstreaming of neo-literate in formal system of education.

========

Literacy and Numeracy Drive – MCQs

Write the correct answer:

1. What is the definition of term 'Literacy'"?
   (a) It is traditionally understood as the ability to <u>read</u> and <u>write</u>.
   (b) It includes the ability to use language, numbers, images and other means to understand and use the dominant symbol systems of a culture.
   (c) Knowledge that relates to a specified subject
   (d)✓ All of the above

2. Literacy is the ______ towards independent and life-long learning:
   (a)✓ First step (b) Second steps
   (c) Third step (d) None of these

3. Literacy comprises a set of basic skills which constitute the foundation in adult ______
   (a) Age
   (b)✓ Basic education
   (c) Secondary education
   (d) None of these

4. It is one of the important instruments for equipping people with minimum knowledge and skills that can help individuals to contribute effectively to the ______ of the country:
   (a)✓ Socio-economic development
   (b) Political development
   (c) Legal development
   (d) None of these

5. Being unable to read and write is not only a disability for the individuals themselves, but illiteracy of masses also hinders social reforms, poverty alleviation and modernization in a society and thus impedes overall economic productivity. It is the important for which fact:
   (a)✓ Literacy (b) Poverty
   (c) Political activity
   (d) None of these

6. Due to its important role in socio-economic development of a society, ______ has been accepted as an indicator of human resource development:
   (a) Legal development
   (b)✓ Literacy
   (c) Illiteracy (d) None of these

7. Pakistan's low ranking in the global Human Development Index (HDI) is due to its snail paced progress in the area of ______
   (a) Economic development
   (c) Legal development
   (c) Political development
   (d)✓ Literacy (d) None of these

8. The most reliable and surest means of promoting literacy in a country is to universalize ______ through formal schooling:
   (a)✓ Primary education
   (b) Secondary education
   (c) Higher education
   (d) None of these

9. Non-Formal Basic Education centers (NFBE) and adult literacy programmes should therefore be launched to reach the missed out and ______
   (a) Drop out children
   (b) Drop out youths
   (c) Drop out adults
   (d)✓ All of the above

10. It necessitates a distinctive curriculum and different set of learning materials and teaching methodologies for NFE (Non-Formal Education) and ______
    (a)✓ Adult literacy programmes
    (b) Farooq-e-Taleem
    (c) (a) & (b) (d) None of these

11. Promotion of literacy in the shortest time span is a priority for Pakistan, where about half of the population is:
    (a)✓ Illiterate (b) Literate
    (c) Average of the both
    (d) None of these

12. Which factors have affected the quality of literacy programmes in Pakistan?
    (a) Inconsistency in national policies
    (b) Abrupt closure of literacy programmes
    (c) Lack of institutional backup
    (d) Little or no research and training institutes for NFE and adult literacy
    (e) Absence of national curriculum for literacy
    (f)✓ All of the above

13. A number of government and non-governmental organizations have implemented adult literacy programmes by:
    (a) Using their own diverse sets of literacy materials
    (b) Without following a common curriculum framework
    (c) Uniform standards of assessment
    (d)✓ All of the above

14. It was in this context that the Ministry of Education recommended preparation of a national literacy curriculum in its policy document of 2003 titled "Guidelines for the Strategic Framework of Action for ______" developed in collaboration with UNESCO and JICA:
    (a)✓ UN Literacy Decade (2003-2012)
    (b) UN Literacy Decade (2005-2014)
    (c) UN Literacy Decade (2006-2015)
    (d) None of these

15. In collaboration with Education Sector Reforms Assistance (ESRA) Programme, the ______, Ministry of Education developed the first National Guidelines for Youth and Adult Literacy:
    (a)✓ Curriculum Wing
    (b) DSD
    (c) BISE (d) None of these

16. These Guidelines have been used as a basic document in the development of the National Curriculum for Literacy. Further, development of literacy curriculum is part of a broader national strategy to achieve a 50 per cent improvement in existing level of adult literacy by:
    (a) 2013 (b) 2014
    (c)✓ 2015 (d) 2016

17. Preparation of national curriculum for literacy also responds to the need for harmonizing national efforts effectively and for placing ______ at the heart of elementary education for transforming Pakistan into a literate society:
    (a)✓ Literacy (b) Illiteracy
    (c) Economic development
    (d) Political development

(e) None of these

18. "A person is functionally literate when he has acquired the knowledge and skills in reading and writing, which enables him to engage effectively in all those activities in which literacy is normally assumed in his culture or group" It is a definition of:
(a) Illiteracy (b)✓ Literacy
(c) Education development
(d) None of these

19. "______ is about the acquisition and use of reading, writing and numeracy skills, and thereby the development of active citizenship, improved health and livelihood, and gender equality. The goals of literacy programmes should reflect this understanding."
(a) Illiteracy (b)✓ Literacy
(c) Education development
(d) None of these

20. In ______, literacy is usually defined as the ability of a person to read and write simple statements with understanding in the national or regional languages, besides being able to do some simple calculations.
(a)✓ Pakistan (b) India
(c) UK (d) USA

21. "Remove illiteracy and provide free and compulsory secondary education within minimum possible period". It is the duty of:
(a) Society (b)✓ State
(c) Presser group
(d) Political parties
(e) None of these

22. The ______ has been prepared to harmonize outputs of existing literacy programmes and improve their quality:
(a) Provincial literacy curriculum
(b)✓ National literacy curriculum
(c) (a) & (b) (d) None of these

23. The National Curriculum for Literacy will contribute in achieving objectives:
(a) To promote the acquisition of knowledge and the development of competencies and skills required to enhance learners' quality of life.
(b) To encourage the creation of literate environment conducive for further development of literacy and numeracy skills in order to make the interventions sustainable.
(c) To ensure quality of learning through the adoption of appropriate methodologies and strategies.
(d) To provide a basic framework that can facilitate the standardization and certification of literacy and numeracy programmes.
(e) To facilitate mainstreaming of neo-literate in formal system of education.
(f)✓ All of the above

24. According to Pakistan Education for All (EFA) ______, there is a large stock of 6.7 million out of school children; of which 55 percent are girls which for years have posed a major obstacle in achieving EFA targets:
(a)✓ Review report 2015
(b) Review report 2014
(c) Review report 2013
(d) Review report 2012
(e) None of these

25. Give the full name of UPE?
(a) United Public Enterprise
(b)✓ Universal Primary Education
(c) Universal Productivity in Energy
(d) None of these

26. Millennium Development Goals (MDGs) of Education will achieve by the cooperation of:
(a) World Bank
(b)✓ UNO
(c) SAARAC (d) None of these

27. What is the budgetary allocation to education in Pakistan?
(a) 1% of GDP
(b)✓ 2% of GDP

(c) 3% of GDP
(d) None of these

28. By which programme the aims at substantial expansion in levels of education as well as improvements in the quality of education, increase public expenditure on education to reach 4.0 percent of GDP by 2018:
(a) Pakistan vision 2020
(b)✓ Pakistan vision 2025
(c) Pakistan vision 2015
(d) None of these

29. According to the latest Pakistan social and living standards measurement (PSLM) survey 2013-14, the literacy rate of the population (10 years and above) is 58 percent as compared to 60 percent in 2013-13 showing a decline of:
(a)✓ 2.0 percent
(b) 4.0 percent
(c) 6.0 percent
(d) None of these

30. Mention the best suitable method of testing to assess the literacy and numeracy drive in education process:
(a) Question and Answer
(b) Subjective
(c) Interview (d)✓ MCQs

31. Which testing method should be used to measures what the student has learned?
(a) Informal test
(b) Formal test
(c) Dynamic test
(d)✓ State (Summative) test

32. Which world organization supporting the Government of Punjab for approving the quality of education in the province?
(a) UNESCO
(b) UNICEF
(c)✓ DFID (Department for International Development)
(d) World Bank

33. The literacy programmes attempt to reach the out-of-school population (age 10+) who never went to school or who dropped out before learning to read and write independently and/or before completing ______
(a)✓ Primary education
(b) Secondary education
(c) Higher secondary education
(d) None of these

34. Initial outlines of the national curriculum for literacy were first reflected in the National Guidelines for Youth and Adult Literacy. It was announced in which year:
(a) 2004 (b)✓ 2005
(c) 2006 (d) 2007

35. Our Ministry of Education with technical support of ______ and ESRA, initiated the process for development of a national curriculum for literacy during 2006:
(a)✓ UNESCO (b) IMF
(c) ASEAN (d) None of these

36. A Steering Committee was constituted by the Ministry of Education to oversee and extend guidance in the process of ______ curriculum through a consultative process. The Steering Committee consisted of representatives and experts from National Commission for Human Development (NCHD), Allama Iqbal Open University (AIOU), The Pakistan Education Foundation (PEF), Pakistan National Commission for UNESCO (PNCU), Education Sector Reforms Assistance (ESRA) Program, UNESCO, and the Curriculum Wing and the Projects Wing of the Ministry of Education:
(a)✓ Development of literacy
(b) Economic development
(c) Social development
(d) None of these

37. "This approach aims at integrating functional literacy contents into the basic literacy primers in the form of key words, meaningful sentences, and small paragraphs. Inclusion of such indirect and direct messages in the basic literacy primers will provide teachers an opportunity to elaborate

messages behind those key words or sentences through verbal explanations". It is about which factum:

(a)✓ Infusion approach
(b) Reflective learning
(c) Oral transmission
(d) Supplementary readers
(e) None of these

38. Acquisition of Literacy and Numeracy Skills is the ______ towards independent and lifelong learning.

(a)✓ First step
(b) Second step
(c) Third step (d) Fourth step

39. What are the different competencies to approve the literacy and numeracy drive?

(a) Personal competencies (learning to be)
(b) Cognitive competencies (learning to know and learn)
(c) Relational or social competencies (learning to live together)
(d) Productive competencies (learning to do)
(e) Transformational competencies (learning to change)
(f)✓ All of the above

40. What are the communicational competencies?

(a) Reading (b) Writing
(c) Listening (d) Speaking
(e)✓ All of the above

41. Some of the generic or instrumental competencies that can be developed in a cross-curricular manner include:

(a) Critical and analytical thinking
(b) Creative problem solving
(c) Identification and assessment of capabilities
(d) Independent learning skills and attitude
(e)✓ All of the above

42. The learners may be divided into which groups in the context of national language:

(a) Urdu as mother tongue
(b) Urdu as bilingual need
(c) Urdu as second language
(d) Urdu as foreign language
(e)✓ All of the above

43. Specific objectives of the National Curriculum for Literacy are:

(a) To develop language skills (listening, speaking, reading and writing) for effective communication in the required language and to continue learning
(b) To develop numeracy skills and problem solving skills for application in daily life
(b) To apply knowledge of ethical and religious norms and values to all spheres of life
(c) To enhance awareness related to practical uses of science and technology, including mass media and ICTs
(d) To develop responsible attitude towards environment and health through scientific knowledge
(e) To enhance appreciation for family and community life through inculcating positive values and attitudes, including gender sensitivity
(f) To use acquired life skills to change living conditions of oneself on the basis of informed and responsible decisions
(g) To enhance independent and positive critical thinking.
(h)✓ All of the above

44. Description, Objectives and Expected Outcomes of Literacy Levels:

(a) Level 1 (equivalent to class 1+ assessment standard)
(b) Level 2 (equivalent to class 2+ assessment standard)
(c) Level 3 (equivalent to class 4+ assessment standard)
(d)✓ All of the above

45. In order to effectively implement the curriculum framework which of the strategies and support measures are recommended:

(a) All material developers before embarking upon the task of developing specialized materials should ascertain what is already available and what can be slightly modified or adapted to suit specific learning objectives and at what level.
(b) Program monitoring will enable implementers to foresee problems and to make amendments in programs / plans to rectify the deficiencies.
(c) Openness and flexibility in the implementation of the curriculum framework will be decisive for its functionality and success of the literacy program.
(d) Use of multiple resource materials which can be applied to real life situations should be used for promoting literacy skills.
(e)✓ All of the above

46. Language with Listening/ Speaking and Understanding concepts/contents containing:

(a) Alphabets (basic, dots, characters, diacritics).
(b) Shapes of letters (initial, middle, last and isolated).
(c) Ligatures/ syllables consisting of two, three, four or five characters combinations with and without vowels.
(d) Words having all forms of letters and their diacritics.
(e)✓ All of the above

47. Teaching/Learning Activities consist of:

(a) Motivational activities and strategies related to personal issues.
(b) Showing pictures Analysis of pictures and questioning about their names, combination, functions and activities as per methodology or strategy.
(c) Discussion on day to day matters depicting pictures, charts, graphs, news, events.
(d)✓ All of the above

48. Assessment of Leaning Outcomes containing:

(a) Reading the digits up to the numbers of 1000 and in words upto number 50.
(b) Reading specific words and simple sentences having nouns, verbs and the objects in their syntactic arrangements.
(c) Reading a paragraph with understanding and answering the questions orally.
(d)✓ All of the above

49. What is the nature of functional literacy?

(a) This type of literacy is an urgent need in the present age of information and technology.
(b) Functional literacy include: post literacy, education, life-long learning and independent learning.
(c)✓ (a) & (b) (d) None of these

50. The themes considered most important for inclusion in the functional literacy curriculum are:

(a) Islamic Education and Teachings
(b) Values and Attitude
(c) Ethics
(d) Rights and Responsibilities
(e) Our Environment and its Protection
(f) Health and Nutrition
(g) Mother and Child Care
(h) Road Safety
(i) Disaster Management
(j) Life Skills (Conflict Resolution, Decision Making etc).
(k)✓ All of the above

Non-Salary Budget (NSB)

(Study Material)

Introduction: The education budget for the Punjab, as a share of the total budget has declined considerably. Punjab government on Friday announced a balanced budget of Rs. 1,447.42 billion, registering an increase of 40 percent over the ongoing fiscal year's budget. The education budget saw an increase of Rs. 50.6 billion in 2015-16, a significant rise of 19.5 per cent over the allocated budget in 2014-15. Even in supplementary budget 2016 amount enhanced. The amount of Rs. 310.2 billion earmarked for education in 2015-16 constitutes 21.4 percent of the total provincial budget for Punjab: going down from 24 percent in 2014-15. The percentage share of education in Punjab's overall budget has gone down from 26 percent in 2013-14 to 21.4 percent in 2015-16.

White Paper Government of the Punjab: According to the Budget 2015-16 White Paper issued by the Government of Punjab, major targets fixed for 2015-16 related to school education include provision of missing facilities in 7,500 schools of the province, provision of IT laboratories in 990 secondary/higher secondary schools having highest enrolment, provision of 2,500 additional classrooms in schools having highest enrollment, reconstruction of 4,727 dangerous school buildings, provision of solar solution to 5,000 off-grid and 5,000 other schools and opening of 500 new schools in Punjab.

Completion of all the above mentioned initiatives and to address other budgetary needs of the education system, the budget for school education has been increased from Rs. 48.4 billion in 2014-15 to Rs. 62.6 billion in 2015-16; an upsurge of 29 percent. The budget earmarked for school education in 2015-16 includes 47 per cent non-development budget to go with 53 per cent allocation for development budget.

Following are some of the highlights of school education budget of Punjab 2015-16:

Reconstruction of Dangerous School Buildings

Recently there has been a debate around dangerous school buildings and the need of budgetary prioritization in this regard. Education budget proposals for Punjab 2015-16 developed by Institute of Social and Policy Sciences (I-SAPS) and signed by all political parties during a recent All Parties Conference (APC) held in Lahore also proposed a significant amount to be allocated for dangerous school buildings in Punjab. Punjab currently has 859 school buildings that are critically dangerous whereas 3,868 school buildings are partially dangerous in the province. For reconstruction of these 4,727 dangerous school buildings, a budget of Rs. 8.52 billion has been apportioned in 2015-16.

Programme Monitoring and Implementation Unit

A budget of Rs. 20.5 billion has been apportioned for Programme Monitoring and Implementation Unit (PMIU) in 2015-16, registering an increase of 45 per cent (Rs. 6.3 billion) over the previous year's allocation. The budget for PMIU has been increased significantly from Rs. 8.2 billion in 2007-08 to Rs. 20.5 billion in 2015-16; an increase of 150 per cent in 9 years. The allocated amount of Rs. 20.5 billion for the upcoming fiscal year includes Rs. 14 billion block allocation for augmentation of non-salary component for School Councils (SCs) in Punjab under Non-Salary Budget (NSB) scheme. Rs. 3.6 billion for free textbooks (plus Rs. 29 million for their distribution) for students under Punjab Education Sector Reform Programme (PESRP), Rs. 1.5 billion for girls' stipends in 16 selected districts of Punjab and Rs. 290 million for

publicity and advertisement. I-SAPS in its education budget proposals for 2015-16 had also proposed Rs. 14 billion for SCs in all the districts of Punjab.

Teacher Training

With the international focus shifting towards ensuring inclusive, equitable and 'quality' education opportunities for all, professional development of teachers is one of the keys to success in the post MDGs period. With this in mind, the Punjab government has increased in-service teacher training budget from Rs. 2.91 billion in 2014-15 to Rs. 3.19 billion in 2015-16, marking an increase of 9.4 percent. Education budget proposals for Punjab 2015-16 by I-SAPS had proposed an increase of 15 per cent for in-service teacher training in Punjab. The budget for in-service teacher training has risen smoothly over the last 9 years showing an increase of 83 per cent, i.e., from Rs. 1.74 billion in 2007-08 to Rs. 3.19 billion in the budget for upcoming fiscal year 2015-16. Also an allocation of Rs. 1.07 billion has been made for Elementary Teachers Training Colleges in Punjab in the education budget for 2015-16.

Daanish School System

With an aim to provide quality and free education to the poorest sections of the society, Daanish schools were established in the Punjab under the Punjab Daanish Schools and Centres of Excellence Authority Act 2010. The budget for Daanish schools has almost remained consistent over the last 7 years starting from Rs. 3 billion in 2009-10 to the same amount in 2015-16; although it was reduced to Rs. 2 billion in 2012-13 and 2014-15. A separate budget of Rs. 1.8 billion has also been earmarked for establishment of Daanish schools in Punjab. Also Rs. 12 million have been allocated for covering the educational expenses of students from Balochistan who are studying in Daanish Schools in Punjab.

Punjab Examination Commission

Punjab Examination Commission (PEC) is an autonomous body set up by the Government of the Punjab to assess and examine students' learning achievements particularly of grade 5 and 8. For the upcoming fiscal year 2015-16, an amount of Rs. 908 million has been apportioned for PEC presenting a significant increase of 15.4 per cent increasing compared with the budgetary allocation of Rs. 787 million in 2014-15.

Punjab Education Foundation

The Punjab Education Foundation (PEF) is an autonomous statutory body formed to encourage and support the efforts of the private sector in providing education to the poor, through public private partnerships. In the budget for 2015-16, PEF has been allocated an amount of Rs. 10.5 billion increasing its share from Rs. 7.5 billion in the last 2 years.

Punjab Education Assessment System

Consistent with the budgetary allocations in 2014-15, no budget has been set aside for Punjab Education Assessment System (PEAS) in 2015-16 as well.

Chief Minister's Monitoring Force

A budget of Rs. 435 million has been earmarked for Chief Minister's monitoring force in 2015-16, showing a decrease of Rs. 41 million compared with the allocated budget in 2014-15.

The Government of Punjab is committed to providing adequate non-salary recurrent allocations to schools as part of its effort to improve school quality and performance. In order to achieve this, PMIU-PESRP has developed a Need-Based Non-Salary School-Specific Budgeting Formula for nine selected districts of Punjab (one district from each division) for the financial year 2013-14. The Formula is based on the international best practices and applicable to Punjab milieu, after careful field study and discussions with various stakeholders. The Formula works by allocating weights to different school types, number of students and several other relevant factors.

Under the old mechanism of financing, the Non-salary budget component has been calculated through incremental methods and based on bargaining. Historically, the allocation of budget has been very low and unpredictable. The execution of budget was very irregular and discretionary. The outcome was that merely 3% of total budget has been allocated to non salary component over the years, which is a lot less than globally accepted standard of allocating 15%-25% non salary budget component.

Under the new financing mechanism, the Non-salary budget component ceiling is fixed at 15%. Budgeting under the NSB is progressive and formula based linked with student enrolment. The new NSB formula is need based therefore the allocation of funds will be very predictable and consistent. Decentralisation of the administrative and financial management powers to the schools ensures that the execution of budget will be school based and involves a great deal of participation by the Schools Councils. The school administrations are expected to utilize these funds for providing functional facilities, fixed school expenditures, basic student entitlements and teacher and student furniture needs. This formula based funding is aimed to equip schools with the ability to manage their resources based on their specific needs. At the same time, it can give the provincial/district governments tools with which they can structure finance rules and accountability mechanisms for managing incentives.

Based on the agreed NSB funding formula, Government of Punjab has approved Rs. 3.5 billion as a block allocation of Non-Salary Budget (NSB) of schools in nine pilot districts(one from each division of Punjab), in the budgetary provisions of PMIU-PESRP or Financial Year 2013-14. Rs. 3,400 million has been allocated in nine pilot districts For the FY2013-14 under NSB. Funding mechanism as compared to the Rs. 1,015.28 million for FY 2011-12 under the old method.

Sr.No	Districts	Entitlement for FY 2011-12 (Provincial+District) (Rs. Millions)	NSB Entitlement FY 2013-14 (Rs. Millions)
1	Chakwal	91.05	231.01
2	Chiniot	77.33	190.51
3	Khanewal	78.14	408.43
4	Muzaffargarh	137.97	451.19
5	Nankana Sahib	68.35	170.65
6	Okara	89.92	396.80
7	Rahimyar Khan	261.45	550.87
8	Sargodha	128.49	511.86
9	Sialkot	82.58	488.67
	total	**1,015.28**	**3,400.00**

The allocation of funds will be tied with two sets of deliverables i.e. short-term and long-term. The short-term targets will be due at the end of first year. The short-term targets are; Cleanliness 100%, teacher attendance 90%, fictionalization of existing facilities 100%, furniture repair 100% and purchase of one fourth of the deficient furniture. The long term deliverable will link the incentive with at least 20% increase in the student retention after three years of implementation of the NSB. Progress on both short-term and long-term indicators will be monitored by the PMIU-PESRP through its monitoring and evaluation wing. External audit will be conducted by the Auditor General of Pakistan.

M/S Ernst and Young have been engaged for capacity building of the school councils and head teachers regarding the NSB implementation and support.

Outlay of current expenditure for FY 2013-14 is estimated at Rs 607.569.311 million against Revised Budget Estimates of Rs 549,762.393 million for FY 2012-13 which shows an increase of approximately 10.5%. Broadly, allocations in the current budget for FY 2013-14 have been made on the following principles/parameters:

1. 10% increase in pay and pension for government employees.
2. Inclusion of recurring cost of completed development programs to non development budget.
3. While ascertaining the shares of Provincial Allocable and Retained, effort has been made to protect the shares of local governments under PFC Award.

However, pending the announcement of new PFC owing to completion of tenure of local governments, consideration of actual fiscal needs of local governments in financial year 2013-14 have also been taken into account in determining the shares of local governments under PFC award.

1. Allocation of Rs.7.627.844 million has been made in FY 2013-14 for provision of free medicines in public sector hospitals.
2. Under the Punjab Education Sector Reform Project a provision of Rs. 10,400.000 million has been made for disbursement of provision of non-salary budgets to schools, stipend to girls, free text books and management of public sector schools through school councils.

This amount also includes a block allocation of Rs. 3,500.000 million as additional conditional grant for non-salary budget of schools in 9 pilot districts of Punjab. These funds will also help school administration/school management councils to provide better services to children in schools.

1. An allocation of Rs.36,000.000 million has been made for subsidies and pro-poor initiatives in financial year 2013-14 against the budget estimates of Rs. 34,000.000 million in FY 2012-13.
2. Transfers to Local Government have been budgeted at Rs 239,000.000 million in FY 2013-14 against budget estimate of Rs.210,983.105 million in FY 2012-13 in this way, an additional sum of Rs.28,016.895 million has been provided for Local Governments in FY 2013-14 showing an increase of 13.3% over budget estimates for FY 2012-13.
3. Allocations for the Health Department have increased from Rs 36,656,545 million in FY 2012-13 to Rs.44,629 627 million in FY 2013-14 representing an increase of 25% over the budget estimates of FY 2012-13. It is estimated that during FY 2013-14 government will spend an amount of Rs.97,374.839 million on health sector including the expenditure to be incurred by District Governments.

This include the expenditure on development and current sides of the budget both at provincial and district level.

1. Expenditure on the Education Sector has been estimated at Rs.40,596.539 million in FY 2013-14 against Budget Estimates of Rs.31,307.272 million in FY 2012-13 showing increase of 30%.

It may also be highlighted that during next FY 2013-14 total expenditure on education including that of District Governments is estimated to the tune of Rs 230,891.382 million. This includes expenditure on current and development sides both at district and provincial level.

1. Expenditure on Pension is pitched at Rs.74,935.253 million in FY 2013-14 against the revised estimate of Rs.64,409.390 million in FY2012-13. Increase in allocations

on this account has been made in accordance with the increasing trend of pension related expenditure of the Government.

Estimate of school budget:

1. PMIU will allocate the funds for schools according to the NSB formula
2. PMIU will inform to EDO (Edu.) and EDO (F&P) school's fund
3. Each school will be informed about decided funds
4. Funds will be directly deposited from province to SC account as Special Drawing Account (SDA)
5. FTF and other funds will be deposited in another account (These amounts will not be mixed in SC account)

Usage of funds:

1. Funds will not be used on non listed items in NSB Policy which are;
2. Purchase of Land
3. Any work/ activity which is not in school's premises
4. Purchase of vehicles etc.
5. Those items which will not be used in school
6. Those items which are not mentioned in SBAP/ non listed items can be fulfilled after the written approval of AEO
7. All Non salary/ recurrent expenditures will be covered from NSB Fund
8. No extra funds will be allocated for non salary expenditures

Identification of School Vision:

1. Vision will help to set the school's objectives
2. SC and Head Teacher will prepare School's vision
3. Parents and students will also be the part of this activity
4. Vision can be:

"Provide comfortable and encouraging educational environment to achieve the better results"

Identification of School's Objectives/ Aims:

1. 3 to 6 comprehensive objective are sufficient for proper implementation of SBAP and results
2. Objective will be prepared by SC and Head Teacher
3. Objectives set by govt. will be considered as per NSB Policy section 2.3

Identification of School's Need:

1. School needs will be identified according to the SC policy 2007
2. Daily school's need i.e. educational and learning material will be addressed
3. Taken steps to reduce Drop out and improve the attendance

Any kind of Changes/ situations which can makes future requirements:

Classification/ Categorization of school's need:

1. All school needs will be Classified/ categorize in 2 groups for better results
2. Compulsory Needs:

Repair & white wash of classrooms, material for gardening, utility bill, accessories for cleanliness, cleanliness of school, repair of electric wiring, repair of furniture, purchase of furniture, sanitary work and drinking water, learning material, learning material for children

I. Important Needs:

White wash of building, repair of boundary wall, plantation, stationary for learning & office, temporary teachers, water tank, first aid box/ material

1. Schools needs can be categorized according to the local situation

Preparation of Budget:

1. SBAP Budget will be prepared for Primary & Elementary schools according to SC policy 2007
2. SBAP/ SDP will be prepared, quantity & quality will be mentioned in plan
3. All item's cost will be mentioned in plan separately

Approval of SBAP:

1. SC and school staff will prepare the SBAP
2. SBAP will be approved in SC meeting through voting according to SC policy 2007
3. Approved SBAP will be sent to AEO for review
4. AEO can point out/ objection on any item(s) and inform to SC in writing with CC to relevant Dy. DEO
5. Objections will be discussed in SC meeting and send the answer to Relevant Dy. DEO
6. Dy. DEO will solve the issue after visiting the school

Implementation of SBAP/ Budget:

1. School head teacher will be responsible to implement
2. Detailed implementation plan will be prepared
3. Purchase items in bulk to reduce the cost
4. Major work/ construction (which can be disturbed the daily school routine/ functions) will be started in summer vacation
5. Procurement and Financial Guidelines for School Councils will be observed Like: 1) diversified purchase

Accounting of SBAP:

1. Cash Book (Record for cash transaction)
2. Cash amount/ transaction will be recorded
3. Head teacher will paste the Receipts of purchased items and & CNIC copy of purchaser in paste file
4. School bank transactions detail (check #, date of issuance and name of person) will be entered in cash book
5. SC can permit to head teacher to carry any specific amount not more than Rs. 5000/- in hand for daily expenses
6. Head teacher can draw more than Rs. 5000/- as per need in one day
7. In case of Rs. 10000/- or above amounts for any item(s) will be paid through cross check

Accounting of SBAP:

1. Inventory Register (Record for material detail)
2. Schools will prepare the inventory register
3. All items available in school will be entered in school's inventory register
4. New purchased material will be entered in inventory register

Monitoring:

1. SBAP will be discussed and monitored in monthly SC meeting according to SC policy 2007 and below mentioned actions will be discussed and checked
2. Are the expenses according to the budget?
3. Are the division of resources considered?
4. Are the work progress is according to the timeline
5. Are the results of SBAP according to the govt. target
6. Procurement and Financial Guidelines for School Councils are observed

on this account has been made in accordance with the increasing trend of pension related expenditure of the Government.

Estimate of school budget:

1. PMIU will allocate the funds for schools according to the NSB formula
2. PMIU will inform to EDO (Edu.) and EDO (F&P) school's fund
3. Each school will be informed about decided funds
4. Funds will be directly deposited from province to SC account as Special Drawing Account (SDA)
5. FTF and other funds will be deposited in another account (These amounts will not be mixed in SC account)

Usage of funds:

1. Funds will not be used on non listed items in NSB Policy which are:
2. Purchase of Land
3. Any work/ activity which is not in school's premises
4. Purchase of vehicles etc.
5. Those items which will not be used in school
6. Those items which are not mentioned in SBAP/ non listed items can be fulfilled after the written approval of AEO
7. All Non salary/ recurrent expenditures will be covered from NSB Fund
8. No extra funds will be allocated for non salary expenditures

Identification of School Vision:

1. Vision will help to set the school's objectives
2. SC and Head Teacher will prepare School's vision
3. Parents and students will also be the part of this activity
4. Vision can be:

"Provide comfortable and encouraging educational environment to achieve the better results"

Identification of School's Objectives/ Aims:

1. 3 to 6 comprehensive objective are sufficient for proper implementation of SBAP and results
2. Objective will be prepared by SC and Head Teacher
3. Objectives set by govt. will be considered as per NSB Policy section 2.3

Identification of School's Need:

1. School needs will be identified according to the SC policy 2007
2. Daily school's need i.e. educational and learning material will be addressed
3. Taken steps to reduce Drop out and improve the attendance

Any kind of Changes/ situations which can makes future requirements:

Classification/ Categorization of school's need:

1. All school needs will be Classified/ categorize in 2 groups for better results
2. Compulsory Needs:

Repair & white wash of classrooms, material for gardening, utility bill, accessories for cleanliness, cleanliness of school, repair of electric wiring, repair of furniture, purchase of furniture, sanitary work and drinking water, learning material, learning material for children

I. Important Needs:

White wash of building, repair of boundary wall, plantation, stationary for learning & office, temporary teachers, water tank, first aid box/ material

1. Schools needs can be categorized according to the local situation

Preparation of Budget:

1. SBAP Budget will be prepared for Primary & Elementary schools according to SC policy 2007
2. SBAP/ SDP will be prepared, quantity & quality will be mentioned in plan
3. All item's cost will be mentioned in plan separately

Approval of SBAP:

1. SC and school staff will prepare the SBAP
2. SBAP will be approved in SC meeting through voting according to SC policy 2007
3. Approved SBAP will be sent to AEO for review
4. AEO can point out/ objection on any item(s) and inform to SC in writing with CC to relevant Dy. DEO
5. Objections will be discussed in SC meeting and send the answer to Relevant Dy. DEO
6. Dy. DEO will solve the issue after visiting the school

Implementation of SBAP/ Budget:

1. School head teacher will be responsible to implement
2. Detailed implementation plan will be prepared
3. Purchase items in bulk to reduce the cost
4. Major work/ construction (which can be disturbed the daily school routine/ functions) will be started in summer vacation
5. Procurement and Financial Guidelines for School Councils will be observed Like: 1) diversified purchase

Accounting of SBAP:

1. Cash Book (Record for cash transaction)
2. Cash amount/ transaction will be recorded
3. Head teacher will paste the Receipts of purchased items and & CNIC copy of purchaser in paste file
4. School bank transactions detail (check #, date of issuance and name of person) will be entered in cash book
5. SC can permit to head teacher to carry any specific amount not more than Rs. 5000/- in hand for daily expenses
6. Head teacher can draw more than Rs. 5000/- as per need in one day
7. In case of Rs. 10000/- or above amounts for any item(s) will be paid through cross check

Accounting of SBAP:

1. Inventory Register (Record for material detail)
2. Schools will prepare the inventory register
3. All items available in school will be entered in school's inventory register
4. New purchased material will be entered in inventory register

Monitoring:

1. SBAP will be discussed and monitored in monthly SC meeting according to SC policy 2007 and below mentioned actions will be discussed and checked
2. Are the expenses according to the budget?
3. Are the division of resources considered?
4. Are the work progress is according to the timeline
5. Are the results of SBAP according to the govt. target
6. Procurement and Financial Guidelines for School Councils are observed

7. Is the MEAs record cover the govt. targets
8. Performance of contractor will be observed

SC can review the project and take decision regarding continuation of project, change in plan, change in timeline and also terminate the project

Reporting:

1. SC will check the progress on quarterly basis
2. School will send the quarterly expense report and progress report of SBAP to Dy. DEO and DMO
3. These expense detail and report will be provided to MEAs
4. School will take bank statement on quarterly basis

Audit of SBAP:

1. Auditor General government of Pakistan can audit the incomes and expenditures
2. Govt. have liberty to nominate any 3rd party for audit
3. Audit will be made in selected schools every year

NON-SALARY BUDGET EXPENDITURE REVIEW IN NINE DISTRICTS OF THE PUNJAB

Through the Programme Monitoring Implementation Unit (PMIU) the SED, Punjab developed a school-specific formula for non-salary budgets. The formula is a new way of allocating non-salary funding to all government schools based on specific school- and student-level characteristics. This is the start of the transition away from Normative Financing to Per Capita Financing. The Finance Department approved Rs. 3.5 billion for the NSB scheme in FY13/14; and this amount covered primary, elementary, high and higher secondary schools' entitlements (derived by the formula) in the 9 pilot districts NSB is being provided to cover the non-salary related recurrent costs of schools. It is to be used by schools to spend on everyday expenditure for the general upkeep and functioning of the school and to support student learning e.g. office supplies, sports equipment, electricity, cleaning, teaching and learning materials, furniture and practical subjects.

1. All governments schools (from primary to higher secondary schools) receive school specific, needs-based funding to spend on any items which they professionally feel will improve the teaching and learning process. Primary/elementary schools receive funds in newly opened dedicated school bank accounts. Secondary schools use the existing public financial management system. The NSB scheme is being rolled out in phases: phase one began in FY2013/14 where 9 districts (Muzaffargarh, Nankana, Okara, R.Y. Khan, Sargodha, Sialkot, Chakwal, Chiniot and Khanewal) received a total of PKR 3.5 billion; phase 2 in FY 2014/15 enrolled another 9 districts; the final phase will include the remaining districts in FY 2015/16 into the scheme.
2. An expenditure review was conducted to: a) monitor compliance of the implementation of the NSB scheme with the objectives of the scheme; b) assess effects of the implementation of the NSB scheme on primary and elementary schools up to mid-June 2014; and C) provide a basis for proposing improvements in the way subsequent phases of the NSB roll-out are implemented. Semi-structured interviews were conducted with officials working on the disbursement process at the Punjab School Education Department and in the 9 pilot districts (Muzaffargarh, Nankana, Okara, R.Y. Khan, Sargodha, Sialkot, Chakwal, Chiniot and Khanewal) in a sample of schools. These included DDF (PMIU), Finance department, SED, DCO, EDO-E/F&P (district), District Account Office, DEO, DDEO, AEO and head teachers. Data collection for the NSB expenditure review was made in 400 schools of the 9 districts. Total respondents were 1372.The data was compiled into the CVS format for further analysis.

Write the correct answer:

1. The Government of Punjab introduced 'Non-Salary Budget' (NSB) for the promotion of:
   (a)✓ School quality and performance of educational standards
   (b) College quality and performance of educational standards
   (c) University quality and performance of educational standards
   (d) None of these
2. In which fiscal year the Government of Punjab introduced the 'Non-Salary Budget' in the province:
   (a) 2011-12 (b)✓ 2013-14
   (c) 2014-15 (d) None of these
3. Identify the defining objective of the non-salary budgeting:
   (a) To empower school management and school council
   (b) To improve and ensure retention of children school
   (c) To reduce the budgetary constraints of school
   (d)✓ All of the above
4. Mention the proposed outcomes of the non-salary budget of the Punjab Government for the promotion of education:
   (a) Repair of furniture and other items
   (b) Maintenance of school building
   (c) Teacher's attendance
   (d) Care of playground
   (e)✓ All of the above
5. PEF stands for:
   (a)✓ Punjab Education Foundation
   (b) Punjab Electric Foundation
   (c) Punjab Extension Forum
   (d) None of these
6. SBAP stands for:
   (a) State Bank Advisor of Pakistan
   (b)✓ School Based Action Plan
   (c) Service Based Action Plan
   (d) None of these
7. PESRP stands for:
   (a)✓ Punjab Education Sector Reform Programme
   (b) Pakistan Education Sector Reform Programme
   (c)✓ (a) & (b) (d) None of these
8. PMIU stands for:
   (a)✓ Programme Monitoring and Implementation Unit
   (b) Project of Monitoring and Implementation Unit
   (c) Process of Monitoring and Implementation Unit
   (d) None of these
9. Non-Salary Budget (NSB) policy consists upon:
   (a) Ensure the retention of students in school
   (b) Improving the educational standards and environment for students
   (c) Improving the physical environment in the schools
   (d)✓ All of the above
10. Within the ambit of fiscal policy of non-salary budget headmaster can purchase the furniture for school:
    (a) He can purchase by taking half amount against the total value of the furniture
    (b)✓ He can purchase the furniture within the amount of non-salary budget
    (c) He cannot purchase within the amount of non-salary budget
    (d) None of these
11. By which section of the non-salary budget the headmaster used the fund in his discretion:
    (a) S.2.1 (b) S.2.2
    (c)✓ S.2.3 (d) S.2.4

12. In the fiscal year 2015-16, the budget for Programme Monitoring and Implementation Unit (PMIU) has been raised at the tune of Rs. ______
(a)✓ 8.2 billion (b) 8.4 billion
(c) 8.6 billion (d) 8.8 billion

13. In the fiscal year 2015-16 how many billion allocated for school councils in Punjab under the NSB policy:
(a) 10 billion (b) 12 billion
(c)✓ 14 billion (d) 16 billion

14. Mention the amount which was allocated for providing free textbook under Punjab Education Sector Reform Programme (PESRP):
(a) 2 billion (b) 2.5 billion
(c) 3 billion (d)✓ 3.6 billion

15. I-SAPS stands for:
(a)✓ Institute of Social and Policy Sciences
(b) Institute of Social Work and Policy Sociology
(c) Institute of Social Application and Prospective Studies
(d) None of these

16. Punjab Daanish Schools and Centers of Excellence Authority Act were passed in which year:
(a) 2009 (b)✓ 2010
(c) 2011 (d) 2012

17. PEC stands for:
(a)✓ Punjab Examination Commission
(b) Punjab Electric Company
(c) Punjab Ecological Center
(d) None of these

18. In the Budget of 2015-16 how much amount was fixed for Elementary Teachers Training Colleges in Punjab:
(a) 1 billion (b)✓ 1.07 billion
(c) 2 billion (d) 3 billion

19. In the budget 2015-16 how much amount was fixed for establishment of Daanish schools in Punjab:
(a)✓ 1.8 billion rupees
(b) 2 billion rupees
(c) 3 billion rupees
(d) None of these

20. PEAS stands for:
(a)✓ Punjab Education Assessment System
(b) Punjab Electric Authority System
(c) Pakistan Electronics and Surgical Supply
(d) None of these

21. Mention the authority/department which budget was withdrawn by the Government of Punjab:
(a)✓ Punjab Education Assessment System
(b) PEAS
(c) Programme Monitoring and Implementation Unit
(d) Punjab Education Foundation

22. Punjab Government has increased in-service teacher training budget from Rs.2.91 billion in 2014-15 to Rs. ______ in 2015-16:
(a)✓ 3.19 billion
(b) 4 billion
(c) 5 billion
(d) None of these

23. Estimate of school budget relates to:
(a) PMIU will allocate the funds for schools according to the NSB formula
(b) PMIU will inform to EDO (Edu.) and EDO (F&P) school's fund
(c) Each school will be informed about decided funds
(d) Funds will be directly deposited from province to SC account as Special Drawing Account (SDA)
(e) FTF and other funds will be deposited in another account (These amounts will not be mixed in SC account)
(f)✓ All of the above

24. What is the criteria of usage of funds:

(a) Funds will not be used on non listed items in NSB Policy which are;
(b) Purchase of Land
(c) Any work/ activity which is not in school's premises
(d) Purchase of vehicles etc.
(e) Those items which will not be used in school
(f) Those items which are not mentioned in SBAP/ non listed items can be fulfilled after the written approval of AEO
(g) All Non salary/ recurrent expenditures will be covered from NSB Fund
(h) No extra funds will be allocated for non salary expenditures
(i)✓ All of the above

25. Identification of School Vision covers:
(a) Vision will help to set the school's objectives
(b) SC and Head Teacher will prepare School's vision
(c) Parents and students will also be the part of this activity
(d)✓ All of the above

26. Vision can be:
(a)✓ "Provide comfortable and encouraging educational environment to achieve the better results"
(b) To promote sports in school
(c) (a) & (b) (d) None of these

27. Identification of School's Objectives/Aims are:
(a) Objective will be prepared by SC and Head Teacher
(b) Objectives set by govt. will be considered as per NSB Policy
(c)✓ (a) & (b) (d) None of these

28. Classification/Categorization of school's need:
(a) All school needs will be Classified/ categorize in 2 groups for better results
(b) Compulsory Needs:
(c)✓ (a) & (b) (d) None of these

29. **Preparation of Budget contain:**
(a) SBAP Budget will be prepared for Primary & Elementary schools according to SC policy 2007
(b) SBAP/ SDP will be prepared, quantity & quality will be mentioned in plan
(c) All item's cost will be mentioned in plan separately
(d)✓ All of the above

30. Approval of SBAP by which authorities:
(a) SC and school staff will prepare the SBAP
(b) SBAP will be approved in SC meeting through voting according to SC policy 2007
(c) Approved SBAP will be sent to AEO for review
(d) AEO can point out/ objection on any item(s) and inform to SC in writing with CC to relevant Dy. DEO
(e) Objections will be discussed in SC meeting and send the answer to Relevant Dy. DEO\
(f). Dy. DEO will solve the issue after visiting the school
(g)✓ All of the above

31. Implementation of SBAP/ Budget:
(a) School head teacher will be responsible to implement
(b) Detailed implementation plan will be prepared
(c) Purchase items in bulk to reduce the cost
(d) Major work/ construction (which can be disturbed the daily school routine/ functions)

will be started in summer vacation

(e) Procurement and Financial Guidelines for School Councils will be observed

(f)✓ All of the above

32. Accounting of SBAP containing:

(a) Cash Book (Record for cash transaction)

(b) Cash amount/ transaction will be recorded

(c) Head teacher will paste the Receipts of purchased items and & CNIC copy of purchaser in paste file

(d) School bank transactions detail (check #, date of issuance and name of person) will be entered in cash book

(e) SC can permit to head teacher to carry any specific amount not more than Rs. 5000/- in hand for daily expenses

(f) Head teacher can draw more than Rs. 5000/- as per need in one day

(g) In case of Rs. 10000/- or above amounts for any item(s) will be paid through cross check

(h)✓ All of the above

33. Accounting of SBAP covers:

(a) Inventory Register (Record for material detail)

(b) Schools will prepare the inventory register

(c) All items available in school will be entered in school's inventory register

(d) New purchased material will be entered in inventory register

(e)✓ All of the above

34. Monitoring represents the:

(a) SBAP will be discussed and monitored in monthly SC meeting according to SC policy 2007 and below mentioned

actions will be discussed and checked

(b) Are the expenses according to the budget?

(c) Are the division of resources considered?

(d) Are the work progress is according to the timeline

(e)✓ All of the above

35. Reporting is the major item of budgetary system:

(a) SC will check the progress on quarterly basis

(b) School will send the quarterly expense report and progress report of SBAP to Dy. DEO and DMO

(c) These expense detail and report will be provided to MEAs

(d) School will take bank statement on quarterly basis

(e)✓ All of the above

36. Audit of SBAP:

(a) Auditor General government of Pakistan can audit the incomes and expenditures

(b) Govt. have liberty to nominate any 3rd party for audit

(c) Audit will be made in selected schools every year

(d)✓ All of the above

37. The provision of Non-Salary Budget _______, approved by the chief minister, which was vital for schools under the government's big reforms agenda "Parho—Punjab, Barho—Punjab":

(a)✓ Non-Salary Budget

(b) PEF (c) FTF

(d) None of these

===========

Farogh-e-Taleem Fund (Punjab)

(Study Material)

Farogh-e-Taleem Fund:

1. The Government may permit a school management body to establish, in the prescribed manner, a Farogh-e-Taleem Fund for the school.
2. All voluntary contributions from the philanthropists, alumni, students and parents shall be credited to the Farogh-e-Taleem Fund, maintained at a scheduled Bank.
3. The Fund shall be utilized for the welfare of the students of the school in the prescribed manner.
4. All moneys from the Fund shall be withdrawn in the prescribed manner jointly by at least two members of the school management body.

Farogh-e-Taleem Fund: Section 12 provides for establishment of Farogh-e-Taleem Fund (FTF) by the SMB. For last many years, FTF has been a major contributor in resources for recurrent expenditure of the schools in Punjab. The idea of FTF is really good and has already proved its success but the practice has been that the fund was collected from the students; this practice is in clear contravention with RTE as well as section 3 of this law that prohibits collection of any charges form the students or parents.

Recommendations:

(a) To make sure that the law is not violated in the garb of the law itself, it is suggested that the word "student" be deleted from section 12 so that students are not asked to pay anything in the school. The SMB with the help of school administration and staff should mobilize parents and community to collect FTF.

(b) To curb the chances of collection of FTF from the students the law must clearly state that this fund cannot be collected form students and that the administration doing so shall be liable to punishment for violation of this law.

"Following the School Paisa", a research study launched by Centre for Peace and Development Initiatives (CPDI), has revealed that around 97 percent students are still paying monthly fee in public schools despite the slogan of free education for all by the Punjab government.

The study has been completed by using Public Expenditure Tracking Survey (PETS) in districts of Jhang and Toba Tek Singh. It further reveals that due to the insufficient educational funds by the government, the schools generate more than 50 per cent of the resources on their own.

The public schools charge Rs 20 per student per month to the Education Promotion Fund, commonly known as Farogh-e-Taleem Fund (FTF), by which 99 per cent of the schools in Jhang generate 60.7 per cent of their total income.

District Jhang is one of the low performing districts of Punjab in terms of education and has a primary net enrolment rate of 52 per cent for girls and 58 per cent for the boys while in Toba Tek Singh, the secondary schools are equipped with most of the basic educational facilities and infrastructure, but many of the primary and elementary schools are deprived of such basic facilities including furniture for teachers and students, drinking water, washrooms, sports equipment, computer labs etc.

Parents in both districts had to bear out-of-pocket expenditures on account of admission fee, examination fee, maintenance fund, stationery cost, student-fund, school leaving fee and many more which is the clear infringement of Article 25-A of the Constitution of Pakistan.

The analysis of the budgetary data shows leakage of 38 per cent and 2 per cent in the non-salary budget for the FY 2009-10 and 2011-12 respectively. Similarly, 2.86 per cent leakage was observed in the resources of primary schools in FY 2012-13 in Toba Tek Singh.

Both studies covered various dimensions, which include tracking budgetary allocation and leakages, looking for the available facilities and the level of satisfaction of parents, the income and expenditure of the schools, information about the school councils, monitoring and evaluation mechanism, and income and expenditure patterns of schools among others in Jhang and Toba Tek Singh

CPDI Program Manager emphasised that government should make efforts to provide missing facilities, especially in primary schools and increase the allocation for operation expenditure of schools up to 12 per cent of the current budget.

CPDI Manager said that the district government should issue orders to the school management authorities to ensure the implementation of "Punjab Free and Compulsory Education Act, 2014" and make sure that the students are not charged for education by any means, hence avoiding the violation of the act as well as Article 25-A of the Constitution.

These suggestions made for the improvement of the education system:

> A building structure
> The area of the school should be around an acre or more
> class rooms should be big enough to provide atleast one sq mtr for each student
> Should be enough space for children to play
> availability of furniture like cupboards , benches , boards etc
> staff rooms for faculty
> atleast one computer lab
> rooms for extra curricular activities
> Toilet facilities for girls & boys separate
> security measures
> internet connectivity

we must now see how much would it cost to have these minimum infra in a school and how can funds be raised to cover various needs. The burden can be shared , the government can bear the cost of building while funds for benches , computers , security , sports facilities can be raised from public. I am not an expert on these matters but its my dream to quit my job & work one day in this field

The provision of basic facilities to schools from Farogh-e Taleem Fund:

Now school head is responsible for the provision of basic facilities like drinking water and electricity to schools from Farogh-e Taleem Fund. They are restricted to spend this Farogh-e-Taleem Fund with the approval of Education Department

During the meeting, the EDO directed the heads to arrange CCTV cameras and metal detectors from their respective Farogh-e-Taleem Fund (FTF) monies.

Some heads however, complained of facing shortage of funds to buy the equipment. They explained that the schools collect only Rs20 from each student per year, and there were some schools where the total strength of students was under 120.

"The EDO has asked the headmasters who could not put together the amounts from their own funds to let him know of this," a school head said on condition of anonymity. He opined that the government should bear the cost of equipment.

Headmasters also demanded that a body should be set up to monitor the security arrangements of schools across the district to ensure the steps are not just stop-gap fixes.

The heads were also directed to allocate a separate room or area where parents could meet their children. "The entry of 'random' people should be strictly banned as the nation cannot afford another Peshawar-like tragedy," Haq directed all the heads.

"Lack of boundary walls not only affect educational activities but also pose a severe threat to students' lives," said Hamid Ali Shah, the district president of Punjab Teachers Union. He said funds should have been released much earlier, "But we are in the habit of taking steps after a tragedy takes place."

Talking to *The Express Tribune*, EDO Haq said that the construction of boundary walls will be initiated soon. "There is no room for negligence… efforts will be made to complete the task as soon as possible".

On FTF monies, he said that the government provides each primary school with Rs20,000, middle schools with Rs50,000, and high schools with Rs80,000.

==========

Farogh-e-Taleem Fund (Punjab) – MCQs

Write the correct answer:

1. Farogh-e-Taleem Fund (FTF) Punjab established under which law:
   (a)✓ Punjab Free and Compulsory Education Bill, 2014
   (b) Non-Salary Budget 2014
   (c) Educational Policy 2009
   (d) None of these
2. Farogh-e-Taleem Fund came into existence on:
   (a) 1st August 2014
   (b)✓ 1st October 2014
   (c) 1st November 2014
   (d) 1st December 2014
3. What is the major purpose of Farogh-e-Taleem Fund?
   (a) To promote sports events in school
   (b) For the promotion of library of the school
   (c)✓ Free and compulsory education
   (d) None of these
4. School management committee the funds from the heads of Farogh-e-Taleem Fund spent on:
   (a) To promote sports events in school
   (b) For the promotion of library of the school
   (c)✓ Free and compulsory education
   (d) None of these
5. In this fund which age group of students may take benefit?
   (a) 5 to 10 years
   (b) 6 to 11 years
   (c) 8 to 12 years
   (d)✓ 4 to 16 years
6. The amount of Farogh-e-Taleem Fund the deposited in:
   (a) School office
   (b) AEO office
   (c)✓ Any scheduled bank
   (d) None of these
7. Who are authorised for withdrawn the amount of Farogh-e-Taleem Fund?
   (a) One member only
   (b)✓ Two members
   (c) Four members
   (d) Six members

8. According to the spirit of Farogh-e-Taleem Fund in which grade/year the beneficiaries availed the chance:
   (a)✓ May completing 10 years education
   (b) May completing 11 years education
   (c) May completing 12 years education
   (d) None of these

9. In 2014 which Government introduced the Farogh-e-Taleem Fund for the promotion of education?
   (a) Government of Pakistan
   (b)✓ Government of Punjab
   (c) Government of Sindh
   (d) Government of KPK
   (e) Government Balochistan
   (f) None of these

10. Give the actual statement of Farogh-e-Taleem Fund which is produced in Punjab Free and Compulsory Education Bill, 1014?
   (a) The Government may permit a school management body to establish, in the prescribed manner, a Farogh-e-Taleem Fund for the school.
   (b) All voluntary contributions from the philanthropists, alumni, students and parents shall be credited to the Farogh-e-Taleem Fund, maintained at a scheduled Bank.
   (c) The Fund shall be utilized for the welfare of the students of the school in the prescribed manner.
   (d) All moneys from the Fund shall be withdrawn in the prescribed manner jointly by at least two members of the school management body.
   (e)✓ All of the above

11. In which section of the bill Punjab Free and Compulsory Education, 2014 the said fund was established:
   (a)✓ S.12 (b) S.13
   (c) S.14 (d) S.15

12. CPDI stands for:
   (a)✓ Centre for Peace and Development Initiatives
   (b) Centre for Peace and Development Institutions
   (c) (a) & (b) (d) None of these

13. The State shall provide free and compulsory education to all children of the age of five to sixteen years in such manner as may be determined by law. It is hold in which Article of Constitution of the Islamic Republic of Pakistan:
   (a) Article 24 (b)✓ Article 25A
   (c) Article 26 (d) Article 27

14. Mention the district of Punjab which is one of the low performing in terms of primary net enrolment rate:
   (a) Norowal (b) Kasur
   (c)✓ Jhang (d) D.G. Khan

15. PETS stands for:
   (a)✓ Public Expenditure Tracking Survey
   (b) Public Exchequer Tracking Survey
   (c) (a) & (b) (d) None of these

===========

Child Friendly Atmosphere

(Study Material)

Child Friendly Atmosphere Inspires Learning

Every school should serve as the second home of every learner. It is the thrust of the Department of Education to create child friendly schools in every community. A rights-based child-friendly school system is one which:

1. **Promotes a quality learning environment and outcomes** where children master the essential skills of writing, reading, speaking, listening, mathematics and life skills children think critically, ask questions and express opinions children as active learners learn by doing and working cooperatively in pairs and in groups children are able to express their opinions about school work and school life children work together to solve problems and achieve learning objectives children's creativity through music, arts, drama, etc. are encouraged and supported

2. **Provides positive experiences for all children** and promotes psychosocial development, self-esteem and self-confidence of children such that there are no bullying nor any form of violence in school no corporal punishment and teachers use non-aggressive styles of discipline instead of physical punishment explicit school policy of non-tolerance for bullying clear guidelines for conduct between students, and between students and teachers children are protected from substance abuse, sexual exploitation and all forms of abuse negative comments about children's performance are always coupled with constructive suggestions

3. **Promotes tolerance of diversity and caring for children** where equality between boys and girls and between children of different ethnic, religious and social groups materials used by children avoid stereotypes and biases teachers model supportive behavior towards children in distress children are not publicly ranked based on performance no children are excluded from activities by peers schools adjusts to meet the differing needs and circumstances of children

4. **Teaching strategy is child-centered** curriculum and learning methods are appropriate to the child's developmental level, abilities and learning styles curriculum corresponds to the learning needs of children as well as the learning objectives of the education system the needs of children are considered first over the needs of others

5. **Establishes connections between school and family life of children** where parents are involved in decisions about the school activities, methods and policies parents are invited regularly to dialogue with teachers on children's learning experiences parents are encouraged to put into practice at home what children learn in school teachers are kept informed of the major changes in the home situation of children are allowed to use their first language during the school day

6. **There is a community-based and flexible system** that encourages other stakeholders to take part in the management and financing of education allows for decentralized school-based management enhances teacher capacity, morale, commitment and status through adequate pre-service training, in-service support and professional development, status and income

WHAT MAKES A CHILD-FRIENDLY LEARNING ENVIRONMENT?

In the School: The school environment is:

(a) A place where children's opinions and needs are included
(b) A place where peace and gender equity are upheld and differences of class, caste and religion are accepted

(c) A place where opportunities for children's participation are extended, both inside the classroom, and in the community
(d) Accessible to all, including those with learning disabilities, and those who are pregnant
(e) Safe and secure, free from violence and abuse, sale or trafficking
(f) A place where children take responsibility for their learning
(g) A place where healthy lifestyles and life skills are promoted

Above all, a place where children learn

The school resources:

(a) Safe water and sanitation facilities, first aid supplies
(b) Age-appropriate furniture, and resources within reach (bookshelves, chalkboards)

The Curriculum:

The curriculum should contain at least:

Knowledge

(a) Language
(b) Mathematics
(c) Science
(d) Social studies

Skills:

(a) Literacy
(b) Numeracy
(c) Life skills

Values:

(a) human rights
(b) moral and spiritual values

Processes:

(a) Age-appropriate, child-centred, gender sensitive and linked to experience
(b) Freedom of expression, creativity, association; play and recreation; free from physical and mental violence; linked to children's rights with key learning outcomes

Teachers:

(a) Appropriate training in learning centred education so that children participate actively, individual differences are respected, and children's well-being is promoted
(b) Opportunities to foster professional skills so that children can achieve desired learning outcomes
(c) Understanding and monitoring children's rights
(d) Able to communicate goals for schooling to parents and others in the community
(e) Educational materials, textbooks, writing tools, and learning resources are gender sensitive and encourage active learning in a language which children can understand
(f) Flexible schedules to accommodate out of school responsibilities
(g) Offering a adequate instruction time for learning in key curriculum areas
(h) Offering a range of learning options
(i) Establishing schools where children live and work
(j) Building education systems which support children's learning as a first priority
(k) Focusing supervision on teacher improvement rather than covering the curriculum

In the Community:

(a) Viewing home and community as sources for children's learning

(b) Involving parents in school management and learning activities
(c) Providing parents with freedom of access to information about children's learning so that they can put into practice at home what is learned in school

Also see these related links:

(a) Involving families in learning
(b) Teachers and communities
(c) Active assessment for active learning

Child Friendly Atmosphere – MCQs

Write the correct answer:

1. It is duty of which institution to create child friendly atmosphere for his early child education:
   (a)✓ Education Department
   (b) Culture and Sports Department
   (c) Local Government
   (d) None of these
2. Which institution should served at the second home of every learner?
   (a) Home (b)✓ School
   (c) Hostel (d) None of these
3. Promotes a quality learning environment and outcomes where children master the essential skills of:
   (a) Writing, reading
   (b) Speaking, listening,
   (c) Mathematics and life skills
   (d)✓ All of the above
4. Children are able to express their opinions about:
   (a) School work
   (b) School life
   (c)✓ (a) & (b) (d) None of these
5. Children's creativity through:
   (a) Music (b) arts
   (d) Drama
   (d)✓ All of the above
6. Provides positive experiences for all children and promotes psychosocial development through:
   (a) Self-esteem
   (b) Self-confidence
   (c)✓ (a) & (b) (d) None of these
7. Children are protected from:
   (a) Substance abuse
   (b) Sexual exploitation
   (c) Corporal punishment
   (d)✓ All of the above
8. Teaching strategy is child-centered curriculum and learning methods are appropriate to the child's developmental level:
   (a) Abilities and learning styles
   (b) Curriculum corresponds to the learning needs of children
   (c)✓ (a) & (b) (d) None of these
9. Establishes connections between school and family life of children where parents are involved in decisions about the school activities:
   (a) Methods and policies of school
   (b) Parents are invited regularly to dialogue with teachers on children's learning experiences
   (c)✓ (a) & (b) (d) None of these
10. Community-based and flexible system that encourages other stakeholders to take part in the management and financing of education allows for decentralized school-based management.
    (a) Enhances teacher capacity
    (b) Morale
    (c) Commitment and status through adequate pre-service training
    (d) In-service support and professional development, status and income
    (e)✓ All of the above
11. The school environment is:
    (a) A place where children's opinions and needs are included

(b) A place where peace and gender equity are upheld and differences of class, caste and religion are accepted
(c) A place where opportunities for children's participation are extended, both inside the classroom, and in the community
(d) Accessible to all, including those with learning disabilities, and those who are pregnant
(e) Safe and secure, free from violence and abuse, sale or trafficking
(f) A place where children take responsibility for their learning
(g) A place where healthy lifestyles and life skills are promoted
(h)✓ All of the above

12. The school resources:
(a) Safe water and sanitation facilities, first aid supplies
(b) Age-appropriate furniture and resources within reach (bookshelves, chalkboards)
(c)✓ (a) & (b) (d) None of these

13. The curriculum should contain at least:
(a) Language
(b) Mathematics
(c) Science
(d) Social studies
(e)✓ All of the above

14. Skills contain:
(a) Literacy
(b) Numeracy
(c) Life skills
(d)✓ All of the above

15. Values based on:
(a) Human rights
(b) Moral
(c) Spiritual values
(d)✓ All of the above

16. Processes must contain:
(a) Age-appropriate, child-centred, gender sensitive and linked to experience
(b) Freedom of expression, creativity, association; play and recreation; free from physical and mental violence; linked to children's rights with key learning outcomes
(c)✓ (a) & (b) (d) None of these

17. Teachers must have:
(a) Appropriate training in learning centred education so that children participate actively, individual differences are respected, and children's well-being is promoted
(b) Opportunities to foster professional skills so that children can achieve desired learning outcomes
(c) Understanding and monitoring children's rights
(d) Able to communicate goals for schooling to parents and others in the community
(e) Educational materials, textbooks, writing tools, and learning resources are gender sensitive and encourage active learning in a language which children can understand
(f) Flexible schedules to accommodate out of school responsibilities
(g) Offering a adequate instruction time for learning in key curriculum areas
(h) Offering a range of learning options
(i) Establishing schools where children live and work
(j) Building education systems which support children's learning as a first priority

(k) Focusing supervision on teacher improvement rather than covering the curriculum
(l)✓ All of the above

18. In the Community:
(a) Viewing home and community as sources for children's learning
(b) Involving parents in school management and learning activities
(c) Providing parents with freedom of access to information about children's learning so that they can put into practice at home what is learned in school
(d)✓ All of the above

19. Identify the best ways a teacher may carry out:
(a) Supervision and improvement check
(b) Best affects to learn the key areas of the syllabus
(c) Offering a range of learning option
(d)✓ All of the above

20. Which institution/institutions should be viewed as source of children's learning process?
(a) Society (b) Community
(c) Home (d) School
(e)✓ All of the above

21. Which is the most important factor for the children's learning process?
(a) To inform about the progress of the children to parents
(b) To check the daily report regarding the learning of the children
(c)✓ (a) & (b) (d) None of these

22. Which type of skill/skills should be taught to the children?
(a) Numeracy
(b) Life skills
(c)✓ (a) & (b) (d) None of these

23. In our educational system what values and ethics should be taught to the children in schools?
(a) Moral and ethical values
(b) Performance of human rights activity
(c)✓ (a) & (b) (d) None of these

24. Mention the fundamental elements for child friendly atmosphere which make child behaviour extraordinary:
(a) To participate in creativity
(b) Learn about the freedom expression
(c) Hated against physical and mental violence
(d)✓ All of the above

25. Who is the monitoring authority of children's rights?
(a)✓ State
(b) School Administration
(c) Community
(d) None of these

26. Who always act as a torch bearer for children to achieve their goals?
(a) Community
(b) State
(c)✓ Teacher (d) None of these

27. Mention the institution/institutions which is responsible for the learning of the children:
(a) Community
(b)✓ School
(c) Home (d) None of these

28. By maintaining the spirit of child friendly atmosphere a school have provide the facilities of:
(a) Sanitation
(b) Filtered-water
(c) First Aid
(d)✓ All of the above

29. In the curriculum, language and general knowledge it should contain atleast:
(a) Mathematics
(b) Science
(c) Social Studies
(d)✓ All of the above

30. In child friendly atmosphere school should be:
(a) Safe and secure
(b) Free from violence
(c)✓ (a) & (b) (d) None of these

School Record

(Study Material)

What is the meaning of records and school records?

School records are official documents, books and files containing essential and crucial information of actions and events which are kept and preserved in the **school** office for utilization and retrieval of information when needed.

Records management (RM), also known as the **records and information management** or **RIM**, is the professional practice of managing the records of an organization throughout their life cycle, from the time they are created to their eventual disposal. This includes identifying, classifying, storing, securing, retrieving, tracking and destroying or permanently preserving records.

The purpose of records management is part of an organization's broader function of Governance, Risk, and Compliance (or "GRC") and is primarily concerned with the managing the evidence of an organization's activities as well as the reduction or mitigation of risk associated with It.

An organization's records preserve its corporate memory. In determining how long to retain records, their capacity for re-use is important. Many are simply kept as evidence of a transaction. Others document what happened and why.

A **record** is something that represents *proof of existence* and that can be used to recreate or prove state of existence, regardless of medium or characteristics. A record is either created or received by an organization in pursuance of or in compliance with legal obligations, or in the transaction of business. Records can be either tangible objects, such as paper documents like birth certificates, driver's licenses, and physical medical x-rays, or digital information, such as electronic office documents, data in application databases, web site content, and electronic mail (email).

What is the rigor of secondary school record?

Your **secondary school record** is a critical component of your application. We're curious to see what courses you chose to take within the context of what is available at your **school**, and we're eager to see how you met the challenge.

Education Department:

Since the inception of Pakistan, 1947 till today in various educational policy measures are taken to established the administrative and educational reforms for the promotion of education. A small population, economic uncertainties, and denominational rivalries mitigated against the development of a comprehensive education system in Pakistan during the early years of the British Raj.

Files – General:

The most extensive collection of Education Department records is the General Files series, which spans from 1885 to the present. These records may pertain to individual schools or to other more general educational matters such as education policy and operations.

1. Buildings and Works Files: Buildings and works files relate mainly to an individual school or school buildings (eg. new buildings, accommodation for the teacher, repairs, renovations, etc). The files can contain correspondence from teachers, the Education Department, parents, inspectors and tradesmen.

2. Attendance Files: These files are not, as their name suggests, attendance records for any particular school. The files provide statistics on the daily or weekly attendance or non-attendance of children at the school. The matter of attendance has sometimes been crucial to actually having a school in some of the smaller country areas. If attendance fell below a certain level, the school may have been closed or its status altered from a full-time to a part-time school. The files can contain correspondence from parents, teachers, the Education Department, inspectors and attendance forms, which may give the names of children attending a particular school.

3. Other Files: Other Education Department files can relate to the establishment of a school, school inspection reports, cleaning, complaints, staff and accommodation, school holidays and functions, removal of schools to a new site, erection of quarters, a change of name for a school, formation of school boards, matters affecting technical colleges etc.

Staff Records:

Registers and record of service cards for both teaching and non-teaching staff employed by the Education Department are available for the period 1947 to date.

School Records:

The State Records Office holds records from over 400 individual primary, secondary and special schools.

The main categories of school records that have been transferred to the State Records Office comprise:

Student Admission Cards:

Admission cards record the name of the student, the date of admission, the date of birth, the name and occupation of parent/guardian and religious denomination.

Student Admission Registers:

These registers were often used prior to the introduction of student admission cards. They record the student's name, the date of admission, the date of birth, residence, place of birth, the school last attended, the standard last passed, the name of the parent/guardian, the date of withdrawal from school, the reason for withdrawal, the standard passed and to what school removed.

School Journals: School journals are the headmaster's/headmistress's diary of events and activity at the school.

Inspector's Reports:

Inspector's Reports are a record of the District Superintendent's summary of the standard of the school. Inspections were usually made on a twice-yearly basis.

Punishment Books:

Punishment books are a record of punishment (eg. Reprimand, caning) meted out to students. They record the name of the student, the date, the amount and instrument of punishment, by whom administered and additional remarks.

Other records that can be located for individual schools include: teachers' time books, visitors' books, and general correspondence.

Records transferred to the State Records Office by individual schools can be located through the hard copy alphabetical index located in the AN 45 finding aid available at the State Records Office or online under the name of the required school.

========

School Record – MCQs

Write the correct answer:

1. 'School Records' normally consist of:
   (a) Official documents
   (b) Student files
   (c) Student reports
   (d) School based personal staff files
   (e) Financial records
   (f) Building and facilities records
   (g) School council files
   (h) Staff selection documents
   (i) Official correspondence
   (j) Attendance registers
   (k)✓ All of the above

2. Who is responsible for maintaining and custody the school record?
   (a) Teacher (b) Clerk
   (c)✓ Headmaster
   (d) AEO
3. Records that are not in current use known as:
   (a)✓ Inactive record
   (b) Active record
   (c) Formal record
   (d) None of these
4. Storage of school records:
   (a) It must be safe from unauthorized access
   (b) It must be stored in an environment free from dangers
   (c) It should be in boxed and 200abeled and a list should be created for the tracing of record as a when needed
   (d)✓ All of the above
5. School records can only be destroyed in accordance with a:
   (a) Retention
   (b) Disposal authority
   (c)✓ (a) & (b) (d) None of these
6. Which institution is responsible for the creation, management and disposal of records relating to all aspects of administration?
   (a)✓ Schools (b) Courts
   (c) State (d) None of these
7. By which way schools should keep up to date with the ______
   (a)✓ Destruction of temporary records
   (b) Destruction of permanent records
   (c) (a) & (b) (d) None of these
8. Which type of school records cannot be destroyed?
   (a)✓ Permanent record
   (b) Temporary record
   (c) (a) & (b) (d) None of these
9. What is the nature of financial records of school?
   (a) Financial statements
   (b) Invoices
   (c) Receipts
   (d)✓ All of the above
10. What is the nature of financial record?
   (a) Temporary record
   (b)✓ Permanent record
   (c) (a) & (b) (d) None of these
11. What is the most extensive collection of Education Department records?
   (a)✓ General file
   (b) Financial statements
   (c) Attendance registers
   (d) None of these
12. Students admission card containing:
   (a) Name of the student
   (b) Date of the birth of student
   (c) Name and occupation of parent
   (d) Date of admission
   (e)✓ All of the above

SCHOOL DISCIPLINE

1. According to dictionary, discipline means:
   (a) Mental training
   (b) Moral training
   (c) Bringing under control
   (d)✓ All of the above
2. Webster's dictionary gives the basic meanings to the word discipline:
   (a) It states that it is training that correct mould or perfects.
   (b) It states that it is control gained by enforcing obedience.
   (c) It states punishment.
   (d)✓ All of the above
3. According to ______, "Discipline is the force that prompts an individual or a group to observe the rules to regulation and procedures which are deemed to be necessary to the attainment of an objective:
   (a) Ordway (b)✓ Dr. Spriegel
   (c) Raymond E. Miles
   (d) Russel T. Gregg
4. According to ______, Discipline is the orderly conduct of affairs by the members of an organization who adhere to its necessary regulation because they desire to co-operate harmoniously in forwarding the end which the group has in view, and willingly recognize that to do this wishes must be brought into a reasonable unison with the requirements of the group in actions.
   (a)✓ Ordway
   (b) Dr. Spriegel
   (c) Raymond E. Miles
   (d) Russel T. Gregg
5. According to modern conception, school discipline cannot be conceived in terms of military discipline, which is based on:
   (a) There is not to reason why
   (b) There is not to make reply
   (c) There is not to do and die
   (d)✓ All of the above

In the words of ______, "True discipline should be mainly positive and constructive rather than negative and restrictive":
   (a) Orday (b) Dr. Spriegel
   (c)✓ Ryburn
   (d) Russel T. Gregg

Types of Discipline are:
   (a) Internal Discipline
   (b) External Discipline
   (c) Social Discipline
   (d)✓ All of the above

Importance of Discipline are:
   (a)✓ An opinion may be formed about a school by observing the discipline among its students.
   (b) Discipline is founded on fear and is imposed from outside and from above the use of authority.
   (c) Both (a) & (b)
   (d) None of these

Forms of Indiscipline School include:
   (a) Reaching the School Late
   (b) Talking in the Class
   (c) Destroying the School Property
   (d) Neglecting Homework
   (e) Bullying the Younger Students
   (f) Telling Lies
   (g) Disrespectful Behaviour Towards the Teacher
   (h) Copying of Examination
   (i) Stealing Things
   (j)✓ All of the above

10. Truancy is:
   (a)✓ Some students run away from the school.
   (b) Some students steal pencils, books, pens and other articles from their classmates.
   (c) Both (a) & (b)
   (d) None of these
11. In a democratic society discipline should be self-imposed otherwise it will assume the form of an external imposition. For the inculcation of the habit of self-discipline we may keep the following in mind.
   (a) The basis of discipline should be mutual love between the teacher and the student.
   (b) The student remains in the school for about 6 or 7 hours and the remaining time is spent either at home or in society.
   (c) Discipline should not be enforced on the basis of punishment, punishment should be given only when it is in avoidable.
   (d) It is one of the demands of a democratic set-up that each individual should have control over himself.
   (e) Discipline should not be regarded as indispensable for the collective of the school. Its significance should be well explained to the students.
   (f) In the interest of discipline it is necessary to provide in the school the necessary facilities for study and teaching.
   (g)✓ All of the above
12. Since discipline is related to the whole-life, attention should necessarily be paid to the following:
   (a) Observing rules to maintain one's health and to avoid evil habits.
   (b) To make constant efforts towards mental development.
   (c) Inculcation in the student of the

democratic virtues of dutifulness, and co-operation and the ability to discharge obligations and responsibilities.

(d) To become liberal minded.

(e) To avoid ill will against anybody and to be always imbued with the spirit of tolerance, love and justice towards others.

(f) All of the above

13. The essential elements of discipline is/are:
 (a) A compromise between individual rights and those of others.
 (b) A regard for others personalities
 (c) Tolerance, love and justice for others.
 (d) Devotion to the nation and society.
 (e) Sacrifice of self-interest for social good.
 (f) All of the above

14. Positive Measures are:
 (a) Pupil's self-government.
 (b) Parent teacher cooperation.
 (c) Moral Instruction.
 (d) Desirable tone and tradition of the school.
 (e) Provision of necessary facilities for studies in the school.
 (f) Organised games and sports.
 (g) Co-curricular activities in the school.
 (h) Due recognition of the merits of the various students.
 (i) Corporate life of the school.
 (j) All of the above

15. Which is one of the important cause of indiscipline in our schools:
 (a) Lack of leadership in teachers
 (b) The current education system
 (c) Lack of a sustaining ideal in the students
 (d) Economic Difficulties
 (e) All of the above

16. Suggestions for Rooting out Indiscipline are:
 (a) In order to create in the teachers a spirit of leadership, their living standard should be raised.
 (b) In order to develop contact between the teachers and the taught, the number of students in a class should be within reasonable limits.
 (c) Vocational education should be included in the educational set-up so that the students may get education according to their particular tastes and aptitudes.
 (d) Lack of funds should not cause any hindrance in the path of the higher education of any student.
 (e) Each individual should be given an equitable opportunity in the scheme of education according to his individual merits and demands.
 (f) Efforts should be made to minimize the defects of the current educational system through constructive suggestions and mere theorizing should be avoided.
 (g) Such conditions should be created that the students may get full opportunities for their physical, mental and moral development.
 (h) All of the above

17. To appreciate the students for the good work done and to encourage them in this habit; rewards are given, rewarding students is important due to the factors:
 (a) The spirit of competition is awakened in the students and they get an incentive to work satisfactorily and systematically.
 (b) The tendency to discourage duties readily and to imbibe good habits is created in the students.
 (c) Both (a) & (b)
 (d) None of these

18. While giving corporal punishment the things may be kept in mind:
 (a) Corporal punishment should be given only for a very serious misconduct or offence, viz., disrespectful behaviour towards the teachers, disobedience, agitation, and serious changes relating to character.
 (b) The headmaster of the school alone should given corporal punishment. The assistant teachers should not be given this right.
 (c) When any serious charge against any student is proved only then should corporal punishment be given.
 (d) Small children should not be given corporal punishment.
 (e) While inflicting corporal punishment, the health of the child should be taken into consideration.
 (f) All of the above

19. Some allies for Punishment are:
 (a) The main job of the school is to give education and punishment, should be restored to under very special circumstances.
 (b) Punishment should be given only when sufficient proof is available. There should be no feeling of revenge when punishing a student.
 (c) If the offending student is tackled independently on a psychological basis, it will be far better in this way the students will not commit the offence second time.
 (d) Polite language should be used while warning the student.
 (e) Rousseau has accepted the principle of the punishment of natural consequences but it is not proper to use it everywhere, nor can it be implemented everywhere.
 (f) The personality of the student should not be insulted, but only his bad habits should be discourage.
 (g) Expulsion from the school should be restored to only under very special circumstances and for serious offenses.
 (i) Only common punishments should be employed and while awarding the punishment nothing should be said, against the students family, his background or his parents.
 (j) All of the above

ANSWERS

1.	(d)	2.	(d)	3.	(b)	4.	(a)
5.	(d)	6.	(c)	7.	(d)	8.	(a)
9.	[illegible]	10.	(a)	11.	(g)	12.	(f)
13.	(f)	14.	(j)	15.	(e)	16.	(h)
17.	(c)	18.	(f)	19.	(j)		

ABBREVIATIONS

ESE: Elementary School Educator
SESE: Senior Elementary School Educator
SSE: Secondary School Educator
AEO: Assistant Education Officer
DEO: District Education Officer
EDO: Executive District Officer
DTE: District Teacher Educator
M&E: Monitoring and Evaluation
MEA: Monitoring and Evaluation Assistant
PST: Primary School Teacher
SST: Senior Science Teacher
SDP: Senior Data Processor
SED: School Education Department
SLOs: Student Learning Outcomes
DSD: Directorate of Staff Development
PEF: Punjab Education Foundation
FTF: Farog-e-Taleem Fund

Course Content of the Elementary & Matric Level

Textbook is a product for teaching learning process. It would be rather developed and not written. It should not be a piece of writing and not a piece of literature or mere compilation of fiction / stories and articles as it is understood but it should be a guide to learning. It should be encyclopedic in nature and relevant pedagogical in construction. It should be readable but in a proper discourse and with a proper display. The content of the textbook as we have already mentioned should be encyclopedic i.e. knowledge based facts, concepts, values and attitudes. There must be reading assignments, rewriting assignments, summaries, recalls and text included as teachable part of the textbook. The structure of a textbook is based on problem-solving technique. The coherence of a textbook needs clarity of ideas, i.e. readability with commenting words and phrases. A textbook should be appropriate to the topics by explaining in proper language and discourse, related with the previous knowledge and using graphs, illustrations, pictures, photographs to depict the concepts. Its talk should be friendly like "Have you ever been / heard". It is called meta-discourse. Activities, questions, projects, intellectuals and emotional engagements should be placed as a part of teaching in a textbook. A textbook is not only a student "aid, it is also a teachers tool", so a student should know that what he has to do with the text and a teacher should be given pedagogical points. Hence, it is recommendable that student's comer, and teacher points should be given in a textbook though there may be a separate work book or a teacher's guide.

STANDARDS – BENCHMARKS & SLOS

Standards: The competencies by descriptive statements specifying broadly, the knowledge, skills and attitudes that students will acquire, shall know and be able to do in a particular key area during the course of study. These are qualitative in nature and sets out the learning targets. They may not be subject specific.

Benchmarks: The standards indicate what the students will accomplish at the end of each development level. They are subject specific.

SLOs: The detailed statements describing what students are supposed to learn and be able to do at each grade level to achieve the specified benchmarks. They are activity specific and generally observable and measurable.

A PARADIGM SHIFT

From	To
Traditional approaches:	**Standard based approaches:**
1. Based on contents & topics	1. Based on standards
2. Focus on objectives	2. Focus on SLOs
3. Learning Medium "Words"	3. Learning Medium "Images"
4. Focus on teaching	4. Focus on learning
5. Teacher centered	5. Student centered
6. One way approach	6. Variety of approaches
7. Reading, writing, communication and using arithmetic (skills)	7. Interpersonal, team work and problem solving skills
8. Assessment of content knowledge & simple understanding	8. Assessment of content ,skills and attitudes, deeper understanding, reasoning and application
9. Promote memorization	9. Promote thinking

WHAT IS NEW IN A TEXTBOOK

From descriptive and reading approach to information mapping, Interactive elements, life skills activities, gender equity, brain teasers for initiating discussions, diagrams, illustrations,

worked examples, Interesting information in Boxes, critical thinking problems and FAQ's for effective Learning.

Qualities of a Textbook: Writing a good textbook requires the skills of a subject specialist, curriculum expert, a good teacher with classroom experience, and an imaginative author

NATIONAL CURRICULA

Envisage Textbooks:

1. Providing knowledge which is useful for a developing society.
2. Inculcating problems-solving approach to create independent / critical thinking.
3. Creating skills and attitudes relevant with real life situation.
4. Reflecting innovative writing/modern production processes.
5. Containing upto date & age appropriate text.
6. Based on conceptual assessment, thinking based exercises instead of fact / memory questions oriented only

CHAPTER CORE

1. Add historical and current dates of interest.
2. Include enough information to allow the reader to comprehend a specific concept maintaining breath and depth for addressing the expected learning outcomes of the National Curriculum.
3. Build vertical linkage between various concepts from lower to higher level and at the same time horizontal linkage of concepts of one discipline with the others.
4. Avoid overlapping of concepts vertically as well as horizontally. If need arises, give recall paragraphs.
5. Relate the concepts to student's own experience and observation.
6. Textual matter should be harmonized reflecting unity and coherence, discussing diverse viewpoints wherever appropriate.
7. Provide guidance, as necessary, on safety, health and environment requirement pertaining to the learning event.
8. Text and activities to demonstrate care and respect for the environment.

COMMUNICATION

1. Fewer words are better. Be concise, use simple language which consists of short sentences. Prefer graded vocabulary.
2. Present content using consistent nomenclature/ internationally accepted terminology/units
3. Highlight the headings, sub-heading, key words, terms and definitions. For distinction use level heading "A" 4.1, 4.2-----------level "B" 4.1.1, 4.2.1-----------level "C" (a), (b), (c)-- ------- (i), (ii), (iii)-------and level "D" bold but unnumbered.

ILLUSTRATIONS

1. Use the appropriate elements to promote comprehension – charts, tables, graphs, illustration, line drawings – cartoon types illustrations for children. Real life coloured photographs and illustrations make the substance vivid, attractive and easy to digest.
2. Draw figures to size and should be numbered.

INTERACTIVE ELEMENTS

1. Pre-reading
2. Activities while reading
3. Headers and footers
4. Linkage of text and figures
5. Elaboration of concepts with examples
6. Interaction of text with society
7. Puzzles
8. Brain teasers
9. Quick quiz
10. "Do you know" in boxes
11. STS connections
12. Field trips
13. Clippings

14. Flash cards
15. Models
16. Work sheets
17. Flow charts
18. Labeling a diagram
19. Peer discussion
20. Problems solving
21. Clipart/Cartoons / caricatures
22. Tidbits – speech bubbles
23. Review question–re-enforcement activities.
24. Quotations
25. Demonstrations
26. Colourful pictures
27. Group tasks
28. Points to remember
29. Role play
30. Library research
31. Mini projects
32. Surveys
33. Case studies
34. Exhibition

HOW TO WRITE AN INQUIRY?

1. Start with an open ended question or a demonstration. Allow responses and subsequent questions from students.
2. Involve students to collaborate on designing experiment or process.
3. Ask students to conduct experiment and or gather data.
4. Ask to locate, select, organize and present information from a variety of sources.
5. Allow students to analyze and interpret data.
6. Identify a problem, plan and carry out investigation for its solution.
7. Encourage students to identify pattern, report trends and draw inferences.
8. Allow discussion and information communication etc.
9. Finally ask the students to draw conclusion.

A SAMPLE INQUIRY: GRADE IX (STRUCTURAL INQUIRY)

Material: Electric Kettle and white Ceramic Plate

Procedure:

1. Come to class with an electric kettle filled with water. Let students wonder!
2. Plug in the cord and switch on the kettle to do its job. Soon steam will begin to escape from the spout.
3. Get a cold, white ceramic plate and hold it up at a safe distance from the spout. Tilt it slightly.
4. Water droplets collect on the plate and soon begin to fall down.

The water cycle:

5. Now ask students what was happening? Facilitate them in making analogies: Kettle, Bodies of water, Electric socket, Sun, White ceramic plate, Clouds
6. Lead the students into the terminology:
   (i) evaporation
   (ii) water vapor
   (iii) condensation
   (iv) precipitation
7. Help them see the CYCLE
8. Distribute Worksheet

APPLYING: POTENTIAL ACTIVITIES AND PRODUCTS"

1. Construct a model to demonstrate how it looks or works
2. Practise a play and perform it for the class
3. Write a diary entry
4. Make a scrapbook about the area of study.
5. Prepare invitations for a character's birthday party
6. Make a topographic map

7. Take and display a collection of photographs on a particular topic.
8. Make up a puzzle or a game about the topic.
9. Write an explanation about this topic for others.
10. Dress a doll in national costume.
11. Make a clay model…
12. Ø Paint a wall painting using the same materials.
13. Continue the story…

CREATING: POTENTIAL ACTIVITIES AND PRODUCTS

1. Invent a machine to do a specific task.
2. Create a new product. Give it a name and plan a marketing campaign.
3. Write about your feelings in relation to...
4. Write a TV show play, puppet show, role play, song about..
5. Design a new monetary system
6. Develop a menu for a new restaurant using a variety of healthy foods
7. Design a record, book or magazine cover for...
8. Sell an idea
9. Devise a way to...
10. Make up a new language and use it in an example
11. Write a jingle to advertise a new product.

ASSESSMENT EXERCISES

1. Add ongoing assessment quizzes/questions of lower and higher order thinking throughout the chapter and at the end of chapters. These exercises should encourage students to think, develop skills and use information for a variety of situations.
2. Mini exercises can be given involving investigations and relating concepts with the society and environment.
3. End of chapter exercise may consist of variety of questions to evaluate wide range of abilities and skills starting from lower to higher order thinking.
4. Think tank/investigations/projects may be included for open ended questions to provoke students thinking, creativity and investigation skills.

GOOD QUESTIONS ARE

1. Purposeful (asked to achieve a specific purpose)
2. Clear (students understand what they mean)
3. Brief (stated in as few words as possible)
4. Natural (stated simply, in conversational English)
5. Thought-provoking (they stimulate thought and response)
6. Limited in scope (only one or two points in chain of reasoning called for)
7. Adapted to the level of the class (tailored to the kinds of students in class)

QUESTIONS FOR REMEMBERING LEVELS

1. What happened after...?
2. How many...?
3. What is...?
4. Who was it that...?
5. Can you name ...?
6. Find the definition of…
7. Describe what happened after…
8. Who spoke to...?
9. Which is true or false...?

Sample Questions:

1. **Knowledge/Remembering:** The recall of specific information

2. **Lower level Question:** What is an ecosystem?

3. **Extended Question:** Define an ecosystem and list the varieties that are found in Pakistan.

QUESTIONS FOR UNDERSTANDING LEVEL

1. Can you explain why…?
2. Can you write in your own words?
3. How would you explain…?
4. Can you write a brief outline...?
5. What do you think could have happened next...?
6. Who do you think...?
7. What was the main idea...?
8. Can you clarify…?
9. Can you illustrate…?

Sample Questions:

1. **Knowledge/Remembering:** The recall of specific information
2. **Objective:** An understanding of what was read
3. **Lower level Question:** List the different parts of the ecosystem and explain what they do?
4. **Extended Question:** Compare a marine ecosystem with one from another of our province

QUESTIONS FOR APPLYING LEVEL

1. Do you know of another instance where…?
2. Can you group by characteristics such as…?
3. Which factors would you change if…?
4. What questions would you ask of…?
5. From the information given, can you develop a set of instructions about…?

Sample Questions:

1. **Objective:** Using the knowledge in another familiar situation.
2. **Lower level Question:** Using a diagram, show how the Water Cycle operates in an ecosystem?
3. **Extended Question:** Demonstrate what happens when human interface with the Water Cycle?

BLOOM'S CATEGORIES OF EDUCATIONAL OBJECTIVES TO CLASSIFY QUESTIONS (GRADE IX)

Bloom's Categories of Questions	Sample Question
1. Remembering	How is chemistry defined? Who was the first governor General of Pakistan?
2. Understanding	Write in your words how the water cycle works. Differentiate between atom and molecule.
3. Applying	Solve $x^2 + 14 = 18$ Make a paper cup that will hold 500 mL of water .
4. Analysing	What does this chart mean? Why is Karachi called "The business capital of Pakistan"?
5. Evaluating	Do you like modern art? Explain why? Which method do you prefer: decantation or filtration?
6. Creating	How can we determine the weight of an object without a standard scale? Draw a picture of your favorite building

Objective: Improvement in the quality of education at all levels through better quality textbooks at affordable prices and other learning materials for promoting Pakistan as a knowledge-based society. Choice and competition are major forces in achieving this objective. Choice on the part of the buyer promotes acquisition of knowledge, empowerment and participation. Competition on the part of the producer leads to a wider variety of products, improved quality, availability and better prices.

Policy Statement:

1. A well regulated system of competitive publishing of textbooks and learning materials shall be introduced as part of an enhanced public-private partnership in the development of education in Pakistan.
2. Textbook Boards shall be transformed into competent facilitating, regulating and monitoring authorities, and shall review and help support the process of approval textbooks for use in schools in their respective areas of jurisdiction.
3. A Provincial Committee duly represented by the Education authorities, Textbook Boards, private sector and others as may be considered necessary, shall be formed to select and prescribe textbooks for use in public schools in the respective province or areas of jurisdiction. Books so selected may be published by the Textbook Boards in the manner defined in 2.4(1)(i).
4. The Secretary of the concerned Department of the respective province will be the mediator in case of complaints of publishers regarding handling and decisions in the process of approval of manuscripts and in the process of selection of textbooks for use in government schools.
5. In the case of private schools, they shall be free to use from amongst the books duly approved and certified by the respective Textbook Board.
6. As part of the review and approval process, Textbook Boards shall seek a no objection certificate from Federal Ministry of Education, Curriculum Wing, which is the competent authority to certify that a particular textbook is compatible with National Curriculum.
7. Federal and Provincial governments shall arrange for the Textbook Boards to provide assistance in capacity development for the national and/or Provincial publishing industry to become competitive players in an expanded education publishing market.
8. Federal and Provincial Governments shall increase investments in school libraries and supplementary reading, teachers? guides, teachers training and learning materials, shall introduce reading lessons, teachers? guides and teachers training and promote a reading culture in schools and outside schools.
9. An Inter-Provincial Standing Committee on Textbook Policy shall be established to regulate operational and procedural issues, and monitor and coordinate further implementation process. Curriculum Wing of Federal Ministry of Education shall be the secretariat for the Committee and shall be strengthened for the expanded tasks.
10. Implementation of the new system of regulated competitive publishing of textbooks and learning materials shall start with the introduction of revised National Curricula.
11. Resource Centers shall be established at Federal and Provincial levels under the respective Textbook Boards, Curriculum Wing, and National Book Foundation with the support of the Federal Government through donor agencies. These Resource Centres will serve as a central point both for the respective government institutions and for the private sector publishers as a facility for reference and resource material and training activities. These Centres will ultimately contribute towards the enhancement of quality of textual and other learning materials produced in Pakistan.

12. All stakeholders of this Policy will take necessary steps to redress the situation of piracy. Those convicted under the copyright laws for infringement of intellectual property rights shall be disqualified/debarred from participating in any activity under this Policy.

COURSE OUTLINE (CLASS 6TH TO 10TH)

CLASS – 6TH

1. Urdu
2. English
3. Mathematics
4. Geography
5. History
6. Science

CLASS – 7TH

1. Urdu
2. English
3. Mathematics
4. Geography
5. History
6. Science

CLASS – 8TH

Subject: English

1. Reading and Thinking Skills
2. Formal and Lexical aspects of language
3. Writing Skills
4. Oral Communication Skills

Listening and Speaking skills:

1. Understanding and use of social courtesy expressions.
2. Ordinal numbers: first, second, third, etc.
3. Counting in hundreds upto one thousand.
4. Comprehension of the given stories
5. Use of grammar, men, women, children, feet, etc.
6. Use of pronouns in objective and possessive form.
7. Use of verbs in past, present and future tense.
8. Use of "adverb of time" and prepositions.

Reading:

1. Reading of social courtesy expressions.
2. Simple questions and sentences in the present tense, present continuous tense, past and past continuous tense, and future tense.
3. Read simple sentences with adjectives, prepositions, adverbs, interrogatives.
4. Reading of a short paragraph.

Writing Skills:

1. Write the months of the year, seasons, directions, time, clothing, occupations, numbers in hundreds upto 1000, ordinal numbers upto "tenth".
2. Simple sentences in past, present and future tense using appropriate nouns, pronouns, verbs, adjectives, adverbs and prepositions.
3. *Answer the questions after having read a given passage.*
4. Punctuate questions and sentences with capital letters, question mark and fullstop.

Subject: Urdu

Listening Skills:

(a) Listen to stories, poems and passages and give answers to the related questions.
(b) Draw inferences from discussions held in classroom.
(c) Listen to news, children programmes and speeches on radio and TV.

Speaking Skills:

(a) Relate events and give factual information.
(b) Describe personal observations and experiences.
(c) Interpret picture stories.
(d) Make speeches on given topics.
(e) Recite poetry or national song.

Reading and Comprehension:

(a) Reading of textual matter.
(b) Read newspapers, posters, signboard and advertisements on TV.
(c) Reading of supplementary material.

Vocabulary:

(a) Expand vocabulary by using:
(i) Context to understand meaning,
(ii) Opposites,
(iii) Prefixes and suffixes,
(iv) Meaning of idioms.

Sentence Structure:

(a) Use of nouns, adjectives, personal pronouns, possessive pronouns, adverbs, prepositions, conjunction and interjection.
(b) Use of past, present and future tense in their continuous forms.

Writing Skills:

(a) Dictation with special attention to punctuation marks.
(b) Write a paragraph with the help of outlines.
(c) Writing simple applications and letters.
(d) Writing stories from outlines.

Subject: Pak Studies

1. Ideological basis of Pakistan.
2. Making of Pakistan.
3. Land and Environment.
4. History of Pakistan.

Subject: Islamic Studies

1. Nazra and Hafiz of Quran
2. Iman and worship
3. Life hereafter
4. Soam and its importance
5. Hajj and its universalism
6. Holy Life
7. Ethics in Islam
8. Personalities of Islam

Subject: Geography

1. Maps and Diagrams
2. Agents of Landforms change
3. Oceans and Seas
4. Natural Disasters
5. Major Environmental Problems
6. Natural Regions
7. Climate of Pakistan
8. Neighbouring Regions of Pakistan
9. Problems of under Development
10. Introduction to Modern Techniques in Geography

Subject: History

1. Consolidation of British Rule
2. Sir Syed Ahmad Khan and Aligarh Movement
3. Political Awakening in British India
4. Quest for Political Settlement
5. Struggle for Pakistan

Subject: General Science

1. Human Organ Systems
2. Cell Division
3. Biotechnology
4. Pollutants and their effects on Environment
5. Chemical Reactions
6. Acids, Bases/Alkalis and Salts
7. Force and Pressure
8. Measurement of Physical Quantities
9. Sources and effects of Heat Energy
10. Lenses
11. Electricity in Action
12. Exploring Space

Subject: Mathematics

1. Operations on Sets
2. Real Numbers
3. Number Systems
4. Financial Arithmetic
5. Polynomials
6. Factorization, simultaneous Equations
7. Fundamentals of Geometry
8. Practical Geometry
9. Areas and Volumes
10. Demonstrative Geometry
11. Introduction to Trigonometry
12. Information Handling

CLASS – 9TH (SCIENCE GROUP)

Subject: English

1. Comprehension: Analyzing patterns of text organization and arranging paragraphs, comprehension questions.
2. Vocabulary: Use of thesaurus and dictionary
3. Grammar: Adjectives, conditionals: type I, correct form of verb, future Tense
4. Writing Skills: Essay writing
5. Oral Communication Skills

Subject: Urdu

1. Poetry and Prose by famous poets and writers
2. Comprehension: Analyzing patterns of text organization and arranging paragraphs, comprehension questions.
2. Vocabulary: Use of thesaurus and dictionary
3. Grammar: Adjectives, conditionals: type I, correct form of verb, future Tense
4. Writing Skills: Essay writing

5. Oral Communication Skills

Subject: Mathematics

1. Materials and Determinants
2. Real and Complex Numbers
3. Logarithms
4. Algebraic Expressions and Algebraic Formulas
5. Factorization
6. Linear Equations and Inequalities
7. Linear Graphs and their Application
8. Introduction to Coordinate Geometry
9. Congruent and Triangles
10. Parallelograms and Triangles
11. Lines Bisector and Angle Bisector
12. Sides and Angles of a Triangle
13. Ratio and Proportion
14. Pythagoras Theorem
15. Theorems related with area
16. Practical Geometry – Triangles

Subject: Biology

1. Introduction to Biology
2. Solving a Biological Problems
3. Biodiversity
4. Cell Biology
5. Cell Cycle
6. Enzymes
7. Bioenergetics
8. Nutrition
9. Transport

Subject: Chemistry

1. Fundamental of Chemistry
2. Structure of Atoms
3. Periodic Table and Periodicity of Properties
4. Structure of Molecules
5. Physical States of Matters
6. Solutions
7. Electro-Chemistry
8. Chemical Reactivity

Subject: Physics

1. Physical Quantities and Measurement
2. Kinematics
3. Dynamics
4. Turning effect of Forces
5. Gravitation
6. Work and Energy
7. Properties of Matter
8. Thermal Properties of Matter
9. Transfer of Heat

Subject: Islamic Studies

1. Sura Infaal: Ayat No. 1 to 75 (Translation)

2. Sura Ihzab (Translation)
3. Sura-al-Mumthena (Translation)

PART-II: (FOR 10TH CLASS)

1. Introduction to the Holy Quran
2. Holy Prophet's Love and Obey
3. Importance of Knowledge
4. Importance of Zakat
5. Importance of Taharat
6. Sabar and Shukar
7. Importance of Family Life
8. Migration and Jihad
9. Haqooq-ul-Ibad

Note: Students having option of Biology or Computer Science 10th class Science Group: same subjects as above.

9TH ARTS GROUPS

1. English
2. Urdu
3. Math
4. Islamiyat (Elective)
5. General Science
6. Civics
7. Islamiyat (Compulsory)
8. Education
9. Punjabi
10. Computer Science

Note: Same subject in 10th Class.

==========

COURSE CONTENT OF THE ELEMENTARY CLASSES

EVALUATION OF ELEMENTARY EDUCATION IN PAKISTAN

Abstract: Elementary education plays a vital role in the education system of the country. Therefore many targets are set for the improvement of elementary education in the educational policies and five years plans from 1947 to date. In this research project the motive was to evaluate the targets and achievements of elementary education more productive and useful. The research project revolves around the historical method of research. Elementary education is discussed by year-to-year with respect of plans and educational policies. From the first-five year plan (1955-60) to eighth five-year plan (1993-1998) a great amount of money was reserved at public and private sector for elementary education. Major findings show that these plans and educational policies, unfortunately, were not fully implemented or strictly followed in the field of education. If these plans and policies were strictly followed we were on the road of progress and stood side by side with developed countries.

1. Introduction: There is a dire need or overhauling of the present educational system, which is very defective. Education is a corner stone of development. It has proved a significant positive impact on employment, earning, productivity, health and the reduction of population growth, in short, all major aspects of development. In Pakistan our policy makers have never recognized the importance of education and there has always been a lot of rhetoric but no concrete effort in the shape of public spending. Education is a basic human right and should be considered an end in itself rather than a mean to an end. No other society can call itself civilized and no community can be a nation if a large number of its citizens are illiterate. Education provides people with the tool to raise their standard of living and break through the barriers of class. It is the basic for intellectual development and the understanding of complex world.

Primary/Elementary education is foundation stone in the education system and educational structure of a country. Studies show that all the present developed countries of the west had achieved universal elementary/primary education before the advent of high rate of growth. Similarly, the great economic success stories of the 20th century countries such as Japan, Hong Kong Singapore, South Korea and Taiwan had all made considerable investment in education and achieved universal elementary/primary education. Education improves the productivity of labour and since labour in one of the factor of production that leads to an increase in output and national income. It is obvious that secondary and higher education provides skill that is vital for the functioning of economy. To achieve the targets of secondary/higher education, we must stress upon the need of elementary education.

It was believed that unskilled workers didn't need formal education and expenditure on primary/elementary education would cause money to be delivered from activities more conductive to economic growth. However from 1970s onward scholars and policy makers have came to appreciate the benefits of universal primary/elementary education. It is now recognized that primary/elementary education is vital for economic growth and property alleviation. If Pakistan wishes to join the ranks of the developed countries or to become another Asian Tiger, it will have to make a concerted effort to educate our people. Without high enrollment in primary education it is not possible to get high enrollment in secondary and higher education. This means spending at least the recommended four percent of our GNP on education and not compromising this expenditure whenever there is a resource crunch.

2. Objectives of the study: Objectives of the study are the following:

1. To take an over view of the condition of elementary education in Pakistan from 1947 to 2016.
2. To evaluate targets and achievements set out for the elementary education in Pakistan.
3. To recommend some suggestions to improve the structure of elementary education.
4. Whether our nation is trained on the lines, which were set forth in the national Education commission report.
5. To help the educational planners to develop such policies which prove to be beneficial for the country.

3. Significance of the study: In the present age elementary/primary education is considered as first stair for secondary and higher education. An important duty of elementary/primary education is to provide foundation for secondary or higher education. In Pakistan literacy rate is very low and to increase this rate basic education is very essential. Literacy rate at present, is estimated at 49 percent (male 61.3 and female 36.8 percent), which is not sufficient. So to increase literacy rate the Govt. Should give top priority to elementary/primary education. Elementary/primary education not only enhance literacy rate but also play a vital role in rapid progress of the country. In Pakistan elementary/primary education has fallen in prey due to poverty. That's why a great number of schoolchildren don't complete this level of education. As elementary education plays a vital role in the educational system of the country, therefore it is of great importance to evaluate the targets and achievements of elementary/primary education in the light of plans and policies from the establishment of Pakistan to present day. This research is also important because it will evaluate the whole scenario of elementary/primary education in Pakistan.

Thus the study has the vital role in this regard. This study will help the concerned persons, higher authorities, policies makers and professional planners, to know about the historical condition of elementary education, according to documents of govt. It will happen in just a glance

because selected information's about elementary/primary education are summed up in this research. I have chosen this problem for I was interested in it. As a student of education I find it most important to evaluate the targets and achievements of elementary education to improve it for future generation and inform them about it. This study will help to eliminate the prevailing shortcomings and planning mistakes to improve the standard of elementary/primary education in Pakistan. The study will help the educational planners, educational policy makers, educational authorities, rulers and the various agencies involved in education for further planning. This study will help to develop elementary/primary education on firm and solid foundation in Pakistan.

4. Literature Review:

Introduction of elementary Education: Elementary education plays an important role in the development of any country. It is a stage where we prepare students to meet the future needs. Treat emphasis is given on the elementary education. It is there possibility of state to provide basic education to all its children. The govt. has made a policy to enroll all school age children in the schools.

According to the United Nation declaration of human rights, everyone has to get education. Education should be free and compulsory at least in the elementary and fundamental stage. Elementary Education is consists of classes from 1st to 5th and middle from 6th to 8th.

It has viewed that in Pakistan, greatest number of country's population attends the primary stage. This stage is the means by which universal literacy can be attained within a community (pp.1-2).

Classically elementary education as basic education was limited to be development of three basic skills, popularly known as three R's i.e. reading, writing and reckoning (Eisner 1979, p.2).

Elementary Education in Pakistan: It has the view that elementary education in any system of education occupies the pivotal position. The individual is provided training of the basic knowledge, skills and attitudes. For providing training the needs, problems, facilities and the psychological principals are kept in view for selecting the knowledge, skills and attitudes to be imparted to the students. Primary education should be co-education otherwise according to the local needs. The tenure of elementary education may be fixed keeping in view the aforesaid: elementary education at the time of independence was of four years duration. In 1947 in the meeting of All Pakistan conference I was decided to make this duration from four to five years. Progressively elementary education would be of six years and ultimately of eight years. Practically elementary education is spread over a period of five years that starts at the age of five and ends at ten (p. 104).

Productivity of Education policies and Fie year plans: Unluckily the planning made for education policies did not become the part of our five-year development plans. Periods of education policies and Five-year plan were quite different. Importance of education did not remain the same in different periods and governments. Importance of educational department varied as compared to other department. Rupees specified in budget did not motion to meet, demands and promises. After specification of money it was never fully paid, therefore the targets of educational policies and five-year plans were never achieved. The second reason was that according to financial rules when specified money was not used till 12 p.m. of 30th June was of no use. As a result of all of this speed of education progress always remains very slow. Therefore targets of education policies and plans were not fully achieved up till now.

Implementation of National education commission 1959: Govt. accepted all the suggestions with the saying that he will try to follow these. For the implementation of suggestions, most of them were withdrawn due to public pretest. The commission suggested committees for the implementation but quite useless. There was a need for change in the structure of education.

Implementations National Education Policy 1970: The circumstances in that period were not peaceful. In 1971, the country was divided into two, Pakistan and Bangladesh. During this, Government of Yahua Khan was dissolved. Ike all the previous policies, financial crisis created serious obstacles in the implementation of this policy. In 1972, Zulfiqar Ali Bhutto came to rule. He rejected this policy and issued a new one so in this way this policy was not implemented.

Implementations National Education policy 1972-80: Most of the suggestions of this policy were political decision and were no based on research. Pak India war of 1971 created a serious financial crisis that was a serious obstacle in the implementation of this policy. In 1977 Zia-ul-Haq dissolved the government. Zia-ul-Haq issued another policy in 1978 and new teachers were recruited during the policy period. Professional subjects were tried to introduce. All the institutions were nationalized and equalization was promoted. Free elementary education for all did not mach to the economy of the country. It is our bad luck that we simply announce the educational policy and did not plan to acquire desired results. It also happened with this policy; new schemes were introduced without feeling the economic crisis.

Implementation National education policy 1978: Critics say that funds are not enough for the implementation of policies. Government accepted the certificates of "Deeni Madaris". Arabic teachers were appointed. Teaching of Holy Quran was made compulsory. Urdu was tried to adopt as medium instruction at elementary level (p. 490).

Implementations National education Policy 1992:

1. Computer education was not introduced.
2. Targets of new elementary schools were not achieved.
3. The targets were set for 2002 but Nawaz Sharif Government was dissolved in 1998. Therefore required results were not achieved form this policy.

Recommendations of national education policy 1998-2010

1. Improving quality and access of elementary education.
2. Improvement of teachers" competencies and enhancement of relevance of programmes for teachers.
3. Introduction of KACHI class at elementary level.
4. Maximizing the role of family, community, schools, non-government organizations and the media in the provision of elementary education
5. Elimination of disparity and promoting equity.
6. Assessing high priority to the education of put of school children.
7. Adopting non-formal system as supplementary to formal system.
8. Diversification of financial resource base of elementary education.
9. A monitoring system should be developed to obtain timely and reliable information on enrolment, retention, completion, and achievement. Qualitative monitoring achievement will also be introduced.
10. Management and supervision should be improved through greater decentralization and accountability in service delivery (Rashid, 2004, p. 106).

Major issues and challenges of elementary education are summarized as below:

1. More than 5.5 million primary school age (5-9) children are left-outs.
2. Approximately 45% children dropout of school at primary level.
3. Teachers' absenteeism is a common malady in schools, especially in the rural areas. Teacher lack commitment and motivation.
4. Instructional supervision is weak at elementary level.
5. About one fourth of primary school teachers are untrained. However, the present training infrastructure does not appear to improve the quality of instruction.
6. Learning materials are inadequate and of poor quality. Teaching methods are harsh and uncongenial.

7. Above all, character building, which is the basic fundamental objectives of education and training, is neglected creating serious problems both for the individual and the nation. (Rashid, 2004, p.106)

5. Procedure of the study:

Research process was the following:

To evaluate the targets and achievements of the elementary education in Pakistan:

1. Historical method of research was adopted.
2. Journal and research project reports related to evaluation of targets and achievements were studies.
3. Education policies from the dawn of freedom 1947 to 2008 were studies.
4. Five-year government plans were studies.
5. Reports and related literature was consulted to study the targets and achievements of the elementary education

6. Delimitations of the study:

1. The research is delimited only to the elementary education.
2. In this research discussion is undertaken with respect to plans and education policies of Pakistan.

7. Findings:

1. Political unstable circumstances were the main reasons due to that plans and educational policies failed.
2. It is happened that five year plans and educational policies introduced without considering the economic crisis of the country as after war of 1965 and 1971, there were serious financial crisis in the country.
3. There is a need to change whole system to get maximum benefits.
4. Since independence educational policies and plans were made they were not fully implemented.
5. Govt. announced free education, which did not match the economy of the country.
6. Syllabus of elementary education did not fulfill the demands of Islam and modern world.
7. Time period of educational policies and plans was totally different.
8. Funds allocated in budget were not sufficient to meet the requirements of the plans.
9. After the allocation of expenditure it was not fully paid so that the five year plans and educational policies were not fully implemented.
10. It was promised to provide facilities in the education sector but it was merely a dream.
11. Political pressure on education sector his created a serious problem.
12. It has been observed that character building was not stressed in educational policies and five year plans.
13. Facilities (buildings, furniture, dispensary, equipments of sports and other teaching learning material. Co-curriculum activities. A.V. aids etc.) for elementary education were not equally distributed in our country.
14. Although women education was stressed but proper arrangements were not made for it.
15. Proper attention was not made seriously to raise literacy rate.

Conclusion: From over all study of the research, it is concluded that the targets set for elementary education were timely and rationale to some extent. But it is unfortunate that most of the targets could not be properly achieved due to inappropriate allocation of funds, lack of funds, political instability and large number of education policies by different governments in different periods and lack of infrastructure. The outcome of this halfhearted implementing education

policies and plans are inconsistent. In short it can be concluded that the planning for setting targets has been unrealistic, inconsistent and in appropriate. The country is on the development path. There is a need to keep target up and up so everybody can get benefit from it. I want to concluded my thesis with the words of commission on National Education 1959 which rightly observed and recorded that the "prevailing attitudes of society would impede the change." I observed it as worth quoting here:

"Education... can meet its responsibilities only if a revision of attitudes on the part of the professional educator is accompanied by a change in the view point of government and the Public... In education the prevailing attitude of the public and those responsible to Government was that it warranted low priority. Among those outside the educational system, there was little recognition of the fact that at independence, the nation was thrown into competition with the rest of the world and that its future status depended upon how well it met this competition with the skills of its own manpower... Although our leaders were now the architects of policy rather than the implementers of the policy of others, education, neither in fact nor in theory was given the importance that would enable it to meet the needs of a people who controlled their wow destiny... Our curricula, teaching methods, administrative structure and system of examinations continued to reflect the old ways."

Recommendations:

1. Declare education as the highest priority of government explain that unless the impediments of illiteracy and lack of education are removed, the road to democracy will remain fraught with the danger of exploitation of the masses by the select few, and that in the absence of political will in the ruling classes to do something tangible in this arena, it seems that it is up to the army to defend the country against illiteracy and lack of education, for there is no factor more important to the well-being of a nation than human resource and no negligence worse than ignoring its development.
2. Make it mandatory for government and army officers at all levels to do stints at various educational institutions in relation to their skills and national requirements.
3. Make it a mandatory requirement for various degree programmes that the candidates, after taking their exams, shall spend a specified period of time [for specified hour(s)] in teaching at assigned institutions. (These assignments should be given in a judicious and practical manner).
4. Ask for volunteers with specified qualifications to contribute their services in their areas of work or residence under organized bodies that can be formed for this purpose by the government.
5. Ask the public to contribute financially for this purpose. Modern marketing and fund raising techniques can be adopted for this task.
6. Many government school buildings can be converted into commercial schools of good level. The government can consider offering many of these schools to private sector organizations in the field of education on the condition that a specified percentage of bright students from the lower and middle classes will be granted admission and scholarships. Tax benefits/exemptions may also be made part of the deal to encourage entrepreneurship in this area.
7. Offer tax benefits/exemptions and other such incentives to private sector groups to invest in education in rural and less developed areas.
8. Make it mandatory for each industrial unit/agricultural estate of an area above a specified limit to provide for a school within the premises/area. Alternatively, the owner can be asked to share costs with the government for setting up such school. Another option is giving various financial/tax incentives.

9. Introduce standardization of curricula and licensing and certification of teachers to improve standards (as s done in the USA).
10. Introduce high quality selection procedure for teachers and offer the candidates better incentives.
11. Use electronic media more extensively for educational purposes. A channel could be devoted to just education. In this regard.
    (i) Teachers of high caliber can take classes for different subjects at various levels,
    (ii) These lecturers can be telecast as well as recorded,
    (iii) The lectures can be delivered by telecasting them or by playing recorded cassettes even in schools in far flung areas where quality education is usually not available,
    (iv) Later on computers can also be used with sufficient data banks and with internet and e-mail facilities for more interactive education, and
    (v) If an appropriate system is designed, more students can be taught in one school using cassettes, discs, etc. with relatively less teachers.
12. In rural areas, provide each school with at least one army man to ensure that people face no resistance from the feudal in educating their children.
13. Provide people with incentives to educate their children. This can be done in various ways. For instance
    (i) Even lower level government jobs as for clerks, peons, constables can be linked to a minimal level of education and entrance tests.
    (ii) Various loans (e.g. agricultural loans) can be linked t whether an applicant has educated or is educating his children
14. Link agricultural loans/tax benefits to feudal landlords with a specified number of people they have helped in obtaining a required level of education.
15. Similarly, link industrial loans to education.
16. Similar linkages can be made in relation to adult education programmes
17. Give more importance to language education and mathematics at the elementary, primary and secondary levels. The unfortunate fact is that usually even our postgraduates lack basic skills in these areas. Language and mathematics are the foundation on which acquisitions of other skills depends. Though much of the problem is due to poor teaching, yet curricula, texts, pedagogy and examination techniques also have a lot in do with the current situations.
18. Various teams of experts should be involved in performing the above mentioned task of improvement and formation.
19. Instruction in science, history and social studies should be incorporated in language teaching at the primary and secondary levels through activities and projects.
20. Computer education should also be introduced gradually right from the elementary stage in education.
21. At the proper stage, instruction in foreign languages (especially Arabic for closer cultural and economic ties with the Arab world, for better understanding of Islam in the educated classes) and social skills (for enhancing emotional Intelligence) should also be encouraged (Goldman, 1996). Both these areas have gained immense importance in the wake of globalization.
22. More emphasis should be given to the development of educational institutions for some unconventional disciplines as fashion designing, art, music and literature. There is a lot of talent in the country in this field and a great, high return international market for the products and services of skillful people in this area.

23. Similarly, a system of continual vocational training should also be introduced for workers in different fields.
24. Instructing and informative documentaries and activities should also be designed for the education of students. Similarly, institutions as museums, internet clubs, libraries, etc. should also be developed. Contributions from the public can also be sought for this purpose.
25. Various bodies of academic experts should also be formed to monitor, standardize and develop all the above-mentioned programmes (1-8).
26. Corporal punishment being given to students in schools must be checked as it was causing massive dropouts, particularly in the rural areas.
27. Introduce one medium of instruction. In the international environment of competition today, English as to be given preference if a choice is to be made (as too many languages undermine instruction in any one).
28. Religious education should be incorporated in the mainstream education. For this purpose, the most important thing is introduction of Arabic as a second language at the appropriate stage. This may not be as difficult as it seems. Some work may e required in forming the curricula and pedagogy, but the demand will create its own supply, and it is expected that schools, institutions and parents will also be important contributing factors.
29. An action plan should be made which include ways and means to restore the status and dignity of teachers so that qualified people could join the profession. At present only those people are joining the teaching profession who failed to get jobs anywhere else.
30. A mechanism should be framed for checking the absenteeism among teachers and discuss their positions issue.
31. Government should launch a massive programme at district level to provide the missing facilities in all schools. The lack of facilities in the existing schools constitutes a major factor in the massive dropout ratio in Pakistan. Almost 70.8 children dropped out at the primary level of Class-1 to VI, while a total of 82.4 per cent students" dropped out on completion of the elementary cycle (class-1 to IX). Only 17.6 per cent students actually went to Class-X.
32. Government should aim to increase the enrolment at elementary level gradually to attain cent percent literacy. The plan should focus on improving quality of elementary education by enhancing teachers" vision and knowledge, making interesting and relevant curricula and creating a positive teaching and learning environment and a reliable evaluation system.
33. The plan should also focus on developing effective projects with the help of private sector to attract the drop-outs back to schools, eliminate gender based disparities, promote quality, and improvise a monitoring system from success of system.
34. It would be required to enrich coordination of districts with regard to educational plans, provide institutional and financial support to districts and ensure that funds allocated did not lapse.
35. Public-private partnership indication sector should be encouraged. The teaching profession should be elevated to its past glory making it attractive are offering incentives to the teachers considering their vital role as nation builders.

=======

Course Contents of the Primary Classes

(Study Material)

Introduction: Curriculum development emerged as a national activity in Pakistan in the early sixties and has been a continuous process since then. The word "curriculum", as a technical term, got currency in Pakistan in the early seventies when it became apparent that the curriculum that had been prescribed earlier had not taken into consideration the aspirations of a newly independent nation nor had it recognized the problems that were likely to best the implementation of the curriculum in an over-populated, resource constrained and inadequately manned education system. Pakistan had to make the transition from a colonial approach towards education to a nationalistic one and it had already erred on the side of delay. The piecemeal approaches of the fifties and the sixties had to be abandoned in favour of a scenario that would embrace the requirements of the populace at large, without restricting itself to upholding the interests of a few. For the national curriculum, a conceptual re-organization resulted in the transformation of the content areas that were being taught at school. The years 1972-74 saw the emergence of new curricula, textbooks and teaching materials across the entire fabric of the school system, that is, from classes 1 to 10.

Experts were called upon to frame the procedure of curriculum development. They used a prescriptive approach. A combination of cross-sectional involvement and a small scale experimentation commenced in the seventies, in the second cycle of curriculum revision. The reports, that were produced them, as a result of the new process, listed objectives of curriculum that were much beyond imparting of simple facts of knowledge. To handle this task, a separate institution called "National Bureau of Curriculum and Textbooks was established as a wing of the Ministry of education. The National Bureau was assisted by four Provincial Bureaus of Curriculum, one in each province in accomplishing its task. The 1973 constitution alongwith the subsequent Act of 1976 enabled the NBCT to exercise necessary powers for implementation of curriculum.

Role of National Committee: The NBCT, with the collaboration of Provincial Governments, constitutes a National Committee, which prepares a final draft curriculum, after having studied the draft reports produced by the Provincial Bureaus of Curriculum. The final draft, prepared by the National Committee is circulated among several listed agencies concerned with education, soliciting their comments. The National Committee meets again to prepare the final curriculum in the light of the comments thus received. This exercise is repeated in each subject area and for each class. The final curriculum is then sent to the four Provincial Textbook Boards which produce books and teacher guides, through their own specific practices. These textbooks, according to the Act of 1976, are approved by the National Review Committee constituted by the NBCT.

Approval of Curriculum: The Federal Curriculum Wing approves the final curriculum and provides copies of the same to these Boards for production and distribution of textbooks according to a timeframe. The Boards then assign this work to a number of authors, normally more than one for each book that they select in different ways. The Punjab and Sindh Boards invite, through the press, all those who are interested to submit completed manuscripts to the Boards within a specific period of time. These manuscripts are sent to evaluators, who select the last chapters from the manuscripts. These chapters are then put together to form a textbook. The KPK and Balochistan Textbook Boards, however, themselves appoint the authors for providing the manuscripts. These manuscripts are edited and reviewed by an editor who is either on the staff

of the Board or appointed from the outside. The edited manuscripts in case of all the four Boards are sent to the Curriculum Wing of the Ministry of Education. The Curriculum Wing appoints a National Review Committee (NRC) in consultation with the Boards and the Provincial Governments. This committee reviews and further edits the manuscripts. In case of approval the Manuscripts are returned to the Boards for final printing. If there, is a difference of opinion between the Boards and the NRC, a second or third review may be called for.

MAJOR FEATURES OF COURSE CONTENT

In the area of curriculum, instructional materials, and related spheres, the quality concerns have been addressed in the following manner at Primary level:

1. Continuation of integrated curriculum for class I-III, with separate treatment of Mathematics.
2. Starting Nazira Quran from Class I, and its completion in the terminal year (Class VII).
3. Updating concept based curriculum for increasing awareness of the learners about society and inculcating Islamic values.
4. Adopting a liberal policy concerning the medium of instruction, Provincial, National or English.
5. In areas where female participation is low, special incentive oriented programmes to be created to enroll and retain girls in schools.
6. Updating the primary kit, guides and workbooks in the languages of the medium of instruction, and providing them to the schools.
7. Providing special funds to improve the facilities for improving the learning process. This may include computers, science kits, and supplementary books dealing with general knowledge.
8. Initiating a new cycle of curriculum reform directed towards improving the delivery of curriculum.
9. Encouraging, enquiry, creativity and progressive thinking through project oriented education.
10. Reinforcing and coordinating the linkages in the areas of curriculum development, textbook writing, teacher training and examinations to enhance the quality of education.
11. Integrating concepts dealing with the environment health and population education into relevant subjects.
12. Removing overcrowding and overlapping of concepts in the curricula.
13. Adopting workshop techniques for developing new textbooks, giving comprehensive treatment to the concepts. Use of graded vocabulary emphasised.
14. Providing incentive to teachers for preparing new and attractive materials, making use of audio-visual and printed media.
15. Approving multiple textbooks and allowing the institutions to select any of these texts.
16. Encouraging use of library materials to enhance creative writing, problem solving, collection, presentation and dissemination of information.
17. Reviewing a system of continuous internal evaluation culminating in the Annual Examination to assess student performance.

GOALS OF PRIMARY SCHOOL

The general goals of the Primary Education Curriculum are—

1. To provide for the overall growth and development of the child.
2. To create in the child a sense of citizenship in community, country and world.
3. To promote intellectual development of the child which includes literacy in languages, numeracy in Mathematics, inquiry in Science, problem-solving in Social Studies and inculcating values in Islamiyat.
4. To provide learning that is relevant to the needs of the child.
5. To equip the child life-long learning skills.

THE SPECIFIC GOALS ARE TO DEVELOP IN THE CHILD

1. A balanced personality by acquiring knowledge of Islamic values and by encouraging their use in though and action.
2. An understanding of the ideological foundations of Pakistan and to encourage patriotism and love for country and mankind.
3. Basic language skills.
4. Basic numeracy skills.
5. An understanding of the scientific method and development of a range of basic skills and relevant content.
6. An awareness of natural resources, their use and conservation.
7. An understanding of the environment and the interaction among the human population, plant and animals, and the physical conditions.
8. A spirit of appreciation for religious and cultural activities and festivals of all communities.
9. An understanding of healthy living and the need for hygiene and sanitation.
10. An understanding of the inter-dependence of the family and the community and their functioning.
11. An understanding of the need for communication and transport as essential elements in development.
12. An understanding and participation in physical activities.
13. Attitude, skills and abilities to pursue learning to become productive members of society.

CONTENT OF PRIMARY SCHOOL CURRICULUM

The content of primary school curriculum, along with topics and sub topics is presented below—

CLASS – I

SUBJECT - ENGLISH LANGUAGE:

1. Listening and Speaking Skills:

(a) Identify and recite alphabets and numbers upto ten.
(b) Identify and name familiar objects in singular and plural form.
(c) Follow simple instructions.
(d) Understand and use social courtesy expressions.
(e) Articulate words with short vowels and sounds of familiar objects.

2. Reading:

(a) Recognize and associate sounds with letters.
(b) Sound out and associate small and capital letters.
(c) Recognize numbers and letters. (d) Light read familiar words of one or two syllabus.

3. Writing:

(a) Identify and trace/copy out small and capital letters.
(b) Identify and trace/copy out numbers upto ten.
(c) Write the beginning sounds of familiar vocabulary.

SUBJECT: URDU LANGUAGE

1. Listening Skills:

(a) Discriminate sounds of different syllabus.
(b) Follow verbal directions.
(c) Listen to stories and answer questions.
(d) Discriminate sounds of different animals and machines, heard in the environment.

2. Speaking Skills:

(a) Speak with correct pronunciations.
(b) Speak salutations and convey messages correctly.
(c) Tell about environment and narrate simple stories.

3. Reading and Comprehension:

(a) Read sounds, make words and simple sentences.
(b) Read and comprehend textual material.
(c) Answer simple questions.
(d) Picture reading.

4. Vocabulary:

Understand vocabulary by matching:

(a) words with pictures,
(b) singular and plural,
(c) masculine and feminine and
(d) opposite words.

5. Sentence Structure:

(a) Complete sentences using singular, plural, nouns, helping verbs.
(b) Complete sentences using masculine and feminine nouns and verbs in the present tense.
(c) Change affirmative to negative sentences.
(d) Use of interrogative words.
(e) Use of adjectives, pronouns, personal and possessive in the masculine and feminine forms.
(f) Use of prepositions.
(g) Use of simple present tense, present continuous tense and simple past tense.

5. Writing Skills:

(a) Spell simple words, two to three syllabus.
(b) Transcribe words and sentences from the text.
(c) Write simple sentences correctly.
(d) Order words to make a correct sentence.
(e) Write dictation correctly.
(f) Use words to complete sentences, forming a small paragraph on one topic.

SUBJECT; MATHEMATICS

1. Number:

(a) Understanding of numbers from 0 to (i)
(b) To use and interpret a number line for whole numbers.
(c) Understand the use of place. Value for tens and ones and;
(a) count from 1 to 100,
(b) write numbers from 1 to 100 in ascending and descending order,
(c) arrange randomly chosen numbers in order.
(d) Understand the concepts of half and quarter, identifying these fractions of familiar objects and of numbers e.g. a group of student.

2. Algebra:
(a) Understand that addition is commutative.
(b) Add together 2 digit numbers, without carrying, the sum being less than 100.
(c) Subtract 2 digit numbers without borrowing.

3. Money:
(a) To be familiar with Pakistan coins and notes upto Rs. 100.
(b) Solve problems involving addition and subtraction of money less than Rs. 100 and the following notes: 1, 2, 5, 10, 50.

4. Measurement:
(a) To be able to measure and compare lengths of objects using informal units, e.g. hands, paces, sticks, strings, etc.
(b) To be able to measure and compare the capacities of containers using informal units, e.g. cups, spoons.

5. Time:
(a) To be able to tell and write clock time expressed on the hour e.g. 11 O'clock.
(b) Know the names and sequence of the days of the week.
(c) To be able to answer questions requiring identification and writing of the days of the week.

6. Geometry:
(a) To identify and name the different plane shapes i.e. circle, rectangle, square and triangle.
(b) To identify the inside and outside of these shapes

SUBJECT: SCIENCE

1. Living Things:
(a) Classify animals according to their physical appearance i.e. sizes and shapes.
(b) Classify animals according to their movement pattern.
(c) Observe and classify plants according to their physical appearance i.e. relative sizes and shapes of their leaves.
(d) Observe plants and classify flowers according to their sizes, shapes and colours.

2. Matter & Energy:
(a) List various material objects around us.
(b) Differentiate between material objects in three states i.e. solid, liquid and gas.
(c) Identify sources and uses of; heat and light.
(d) Observe and state that light sources are usually heat sources as well.
(e) Observe and state how light enables us to see things.

3. Earth and Universe:
(a) Tell that the sun, moon and stars are seen in the sky.
(b) Observe and state that the sun is a source of heat and light.
(c) Observe and state that day and night are related to the rising and setting of the sun.
(d) Observe and state that morning, noon and evening are related to the position of the sun.
(e) State that weather condition changes by wind, rain and clouds.

SUBJECT: ISLAMIYAT

1. Quran Khwani (Recitation):
(a) Recognition of Arabic alphabet.
(b) Memorization (Hifz)

Allah is Great

In the name of God, the Merciful, the Mercy Giving. There is no god but God and Mohammad (PBUH) is His Messenger

2. Beliefs and Prayers:
(a) Belief in Allah (the Creator and the only One having no counterpart).
(b) Hazrat Muhammad (PBUH) is the last and final Prophet of Allah.
(c) The Holy Quran is the last and final Book revealed from Allah.
(d) Etiquettes and Taharat (ablution) and cleanliness of body and dress.

3. Seerat-un-Nabi:
(a) Name, father's name and up-bringing of the Holy Prophet (PBUH)

4. Morals & Manners:
(a) Getting up early, recite Kalimah Tayyebah, Islamic greetings (Salaam) etiquettes of eating and drinking.

Note: There is no separate text book of Islamiyat for Class I.

CLASS II

SUBJECT: ENGLISH LANGUAGE

1. Listening and speaking skills:
(a) Understanding and use of social courtesy expressions.
(b) Identify and count numbers ten to twenty.
(c) Identify and name familiar objects (in singular and plural forms).
(d) Follow simple instructions.
(e) Comprehend and answer simple questions using the interrogative: "What" and verb "to be" in present tense.

2. Reading:
(a) Read words with short vowels.
(b) Recognize and read numbers 10 to 20
(c) Recognize and read simple sentences with familiar objects and body parts (based on pictures).
(d) Recognize and read familiar command verbs, e.g. sit down, stand up.

3. Writing:
(a) Write the beginning sounds of familiar vocabulary.
(b) Copy out simple words using appropriate letters (small, capital).
(c) Recognize and copy simple words, body parts, familiar objects, etc. (based on pictures).
(d) Copy out and write numbers one to twenty (in figures).

SUBJECT: URDU

1. Listening Skills:
(a) Carry out verbal instructions.
(b) Listen to passage or poem and answer.
(a) Literal questions about details
(b) Interpretive questions about main idea.

2. Speaking Skills:
(a) Answer questions about pictures.
(b) Narrate events by looking at pictures.
(c) Communicate message and information.
(d) Tell stories.

3. Reading and Comprehension Skills:
(a) Read fluently the textual material with correct pronunciation.
(b) Answer questions relating to the text.
(c) Read captions, labels and signboards.
(d) Read stories and other supplementary material.

4. Vocabulary:

Expand vocabulary through:

(a) understanding meaning from context,

(b) matching singular to plural, masculine to feminine and opposites.

5. Sentence Structure:

(a) Complete sentences using, singular and plural, masculine and feminine, adjectives, personal pronouns, possessive pronouns, and prepositions.

(b) Use of affirmative, negative and interrogative.

6. Writing Skills:

(a) Transcribe words, sentences and paragraphs from the textbook, charts, etc.

(b) Write dictation from the textbook correctly.

(c) Re-arrange words to make meaningful sentences.

(d) Form words from letters and syllabus.

(e) Use words to complete sentences forming a small paragraph on one topic.

SUBJECT; MATHEMATICS

1. Number:

(a) Understanding place-value for hundreds, tens and ones, reading and writing numbers upto 1000

(b) Arrange 3 digit numbers in ascending and descending order.

(c) State missing numbers in ascending and descending sequences.

(d) Understand the following fractions: One third, two third, one fourth, three fourth. Identifying these fractions of familiar objects.

2. Algebra:

(a) Add mentally any two number whose sum is 20 or less.

(b) To add 2 and 3 digit numbers whose sum is less than 1000, with and without carrying.

(c) To subtract any numbers less than 1000 with and without borrowing.

(d) Understand multiplication as repeated addition.

(e) Understand division (without remainder) as repeated subtraction and sharing equally.

(f) To count in 25, 5s and 10s and to write these sequences.

3. Money:

(a) To be familiar with all Pakistani coins and notes.

(b) Solve problems related to the use of Pakistani currency (rupees only) involving amounts less than Rs. 1000.

4. Measurement:

(i) To be familiar with:

(a) the meter as unit of length

(b) litre as unit of capacity

(c) kilogram as unit of mass

5. Time:

(a) To be able to tell and write clock time in hours, half and quarter hours.

(b) Know the names and sequences of lunar and solar months and to be able to write them.

(c) Use of calendar to identify days and dates.

6. Geometry:

(a) Identify plane figures as open or closed, their boundaries, insides and outsides.

(b) Identify similar plane shapes viz circle, rectangle, square, triangle, grouping them together.

(c) Identify similar 3 dimensional shapes viz, cuboid, cube, cylinder, grouping them together.

7. Information Handling:

(a) Read picture graphs, presented in both vertical and horizontal form.

SUBJECT: SCIENCE

1. Living Things:

(a) **Classify animals according to:**

(i) Their different kind of coats,

(ii) Their living habits and habitats,

(iii) Their eating habits.

(b) Observe and identify plants according to shapes and sizes.

(c) Observe and compare plants according to sizes and shapes of their roots.

(d) Observe and classify different kinds of seeds.

2. Matter and Energy:

(a) Observe and state that material objects can be moved and that motion can be slow as well as fast.

(b) Compare heavy and light objects.

(c) Force is necessary to make things move, push or pull.

(d) Demonstrate that heat is produced by burning and rubbing things.

(e) More heat (and light) is obtained from a source at a shorter distance and less heat (and light) at a longer distance.

(f) Demonstrate how shadows are cast at different times of the day.

3. Earth and Universe:

(a) Observe and identify the surface features of the earth.

(b) State the different phases of moon.

(c) State that four directions are related to the rising and setting of the sun.

(d) Distinguish between the four seasons.

SUBJECT: ISLAMIYAT

1. Quran Khwani:

(a) The use of vowel signs (Harakat) and reading of simple Arabic compounds.

(b) Memorization (HIFZ): TAAOOZ, SOORAH-FATEHA AND KALMA SHAHADAT.

2. Beliefs and Prayers:

(a) Allah is one. He has no counterpart (Providence). His blessings, thankfulness, prayer.

(b) Hazrat Mohammad (PBUH) is the last Prophet of Allah. He is the Leader and Guide of the whole world and model of the best moral character.

(c) Revelation of the Holy Quran.

(d) Translation of TASMIA, TAKBEER, KALIMA TAYYABA AND DAROOD SHARIF.

3. Seerat-Un-Nabi:

(a) Childhood of the Holy Prophet

4. Moral and Manners:

(a) Respect of elders, parents, teachers.

(b) Books and knowledge.

(c) Truthfulness.

(d) Seeking permission for entrance.

(e) Being grateful.

(f) Seeking forgiveness.

CLASS III

SUBJECT: ENQLJSH LANGUAGE

1. Listening and Speaking Skills:
(a) Understanding and using of social courtesy expressions.
(b) Counting of numbers in tens upto 100.
(c) Learn name of familiar objects in terms of singular and plural form.
(d) Use of possessive nouns, adjectives, common verbs, adverbs, prepositions.
(e) Use of present continuous tense in affirmative, negative and interrogative form.

2. Reading:
(a) Sound out combinations such as: sh, ch, th, wh, ph, etc.
(b) Read short vowels
(c) Read simple sentences using common nouns in singular and plural form with present tense forms of common verbs (to be, to have, to read, etc.).
(d) Use of present continuous tense in affirmative, negative and interrogative form.
(e) Use of prepositions, adjectives and pronouns.
(f) Recognition of question mark and full stop.

3. Writing:
(a) Writing down one's own name.
(b) Copy out common nouns.
(c) Copy out numbers in numerical and words 1-1 0
(d) Copy out simple questions and answers.
(e) Write beginning sounds, ch, sh, th, wh, ph, etc

SUBJECT: URDU

1. Listening Skills:
(a) Listen and carry out instructions.
(b) Listen to speeches organized at classroom level.
(c) Listen to stories, passages and poems and answer questions relating to:
  (i) details about characters
  (ii) selecting a main idea
  (iii) sequencing events in a logical order

2. Speaking Skills:
(a) Recite poetry
(b) Retell a story
(c) Convey message correctly.
(d) Talk about a topic of interest
(e) Narrate familiar events
(f) Participate in classroom discussion

3. Reading and Comprehension
(a) Read textual matter with fluency.
(b) Read passages and poems and answer questions related to the passage.
(c) Read stories and other supplementary material and answer questions.
(d) Read instructions from the bulletin board, signboards, etc.

4. Vocabulary:
Expand vocabulary through:
(a) Understanding meaning context
(b) Forming singular plural
(c) Changing masculine and feminine gender

(e) Forming synonyms

5. Sentence Structure:
Complete sentences using:
(a) Singular plural
(b) Masculine feminine
(c) Adjectives
(d) Personal Pronouns
(e) Prepositions
(f) Past, Present and Future tense.

6. Writing Sills:
(a) Transcribe sentences and paragraphs.
(b) Simple sentences, (dictation)
(c) Re-arrange words to make a meaningful sentence.
(d) Change negative sentences into affirmative and affirmative into negative or interrogative form.
(e) Fill up the blanks to form a paragraph.

SUBJECT; MATHEMATICS

1. Numbers:
(a) Recognition, reading and writing of numbers upto 100,000 (1 Lakh)
(b) Identify, name and write any proper fraction with denominator note more than 10.

2. Algebra:
(a) Be familiar with the associative property of addition.
(b) Add mentally numbers whose sum is 50 or less.
(c) Add and subtract 2, 3 and 4 digit numbers.
(d) Be familiar with the commutative property of multiplication.
(e) Learn tables upto 10.
(f) Multiplication and division of 2 and 3 digit numbers by a single digit number.

3. Money:
(a) To make up amounts and give change using Pakistani currency notes.
(b) Solve problems involving addition and subtraction and the use of currency notes.

4. Measurement:
(a) Understand the concept of length, capacity and mass, in terms of meters, litres and grams

5. Time:
(a) To understand the concept of time in terms of hours, minutes, days, weeks and months.

6. Geometry:
(a) Draw a line segment, a triangle, a quadrilateral, rectangle and a square, (without measurements).
(b) Concept of perimeter.
(c) Identify pyramids, triangular and hexagonal prisons

7. Information handling:
(a) To interpret simple bar graphs

SUBJECT: SCIENCE

1. Living thing:
(a) Animal as living things.
(b) Animals and their environment.
(c) Characteristics of birds, insects and mammals.
(d) Parts of a plant.

(c) Plant as a living thing

2. Matter and Energy:

(a) Definition of matter and three states of matter.
(b) Water in all three states.
(c) Importance of water and air for survival of human beings.
(d) Force and motion.
(e) Law of gravity.
(f) Uses of heat and light

3. Earth and Universe:

(a) Soil and its formation.
(b) Classification of rocks according to different colors, shapes and hardness.
(c) Surface of the moon.
(d) The solar system with special reference to the positions of the sun and moon.

SUBJECT: ISLAMIYAT

1. Quran Khwani:

(a) Basic principles of Quran Khwani (recitation).
(b) Recitation of Suratul Fateha, Parah Amm (30), (last quarter only).
(c) Memorize: AL-ASR, AL-KAUSAR, AL-LEHAB, AL-IKHLAAS.

2. Beliefs & Prayers:

(a) Names of four prominent Angels and the tasks assigned to them by Allah.
(b) Etiquettes for recitation of the Holy Quran. (c) Prayer timings, etiquettes, orientation and intent.
(d) Translation: TAOOZ, TASBIH, TAMHEED (e) Hazrat Adam (AS).

3. Seerat-un-Nabi:

(a) Biography of the Holy Prophet (PBUH) till the Revelation.
(b) Honesty and truthfulness of the Holy Prophet (PBUH), trade and fair dealings.
(c) The Holy Prophet (PBUH) as a model for human beings.

4. Morals and Manners:

(a) Dealings with relatives, companions and neighbours.
(b) Seeking permission to use other's things.
(c) Abstaining from telling a lie, stealing, backbiting.
(d) Etiquettes of conversation.

CLASS IV

SUBJECT: ENGLISH LANGUAGE

1. Listening and speaking Skills:

(a) Understand and use social courtesy expressions.
(b) Count from 1 to 100.
(c) Lean names of fruits, vegetables, days of the week, basic shapes.
(d) Use personal pronouns, possessive adjective pronouns in singular and plural forms.
(e) Use verbs in the present continuous tense (also in question form).
(f) Use of propositions and conjunctions.

2. Reading:

(a) Sound out words with; bl, st, cl, sn, etc.
(b) Articulate long vowels; oo, ee.
(c) Read numbers upto twenty and upto one hundred in tens.
(d) Reading of days of the week.
(e) Use of personal pronouns, possessive adjective pronouns in singular and plural forms.

3. Writing:

(a) Use of capital letters.
(b) Writing of the present continuous tense, words with bl, el, st, sn, etc., long and short vowels and days of the week in simple sentences.
Write numbers in tens, upto one hundred.
(c) Write numbers from 1 to 100.
(d) Use of nouns, verbs, adjectives and prepositions in sentences.
(e) Simple questions and statements.
(f) Punctuation of questions and sentences.

SUBJECT: URDU

1. Listening Skills:

(a) Listen and carry out instructions.
(b) Listen to stories, passages and poems and answer questions related to them.
(c) Listen to speeches organized in the classroom/school.

2. Speaking Skills:

(a) Narrate events and experiences.
(b) Participate in classroom discussions, debates and playacts.
(c) Narrate simple stories.
(d) Recite songs and poems.

3. Reading and Comprehension

(a) Read textual matter fluently.
(b) Read passages, poems, dialogues, stories and newspapers.
(c) Answer questions related to reading material.
(d) Read instructions/information, advertisement, etc. given on TV.

4. Vocabulary

(a) Expand vocabulary by using: a. Context to understand meaning.
(b) Opposites.
(c) Prefixes and Suffixes.

5. Sentence Structure

Use of:

(a) Nouns in singular plural and masculine, feminine genders.
(b) Adjectives, personal pronouns, prepositions, adverbs, conjunctions and interjections.
(c) Use of past, present and future tenses.
(d) Change affirmative to interrogative statements.

6. Writing Skills

(a) Transcription.
(b) Dictation with punctuation marks.
(c) Re-arrange sentences to form a paragraph.
(d) Letter writing.
(e) Simple application for leave.

SUBJECT: MATHEMATICS

1. Number:

(a) Understanding decimal numeration upto 1 crore.
(b) Urdu numerals.
(c) Concept of fractions, i.e. proper, improper, compound and equivalent fractions.
(d) Understanding decimal fraction numeration upto three decimal places.

2. Algebra:

(a) Understanding of multiplication as associative and distributive over addition and subtraction.

(b) Multiplication and division of 3 and 4 digit numbers by numbers less than 100.
(c) Common fractions.
(d) Adding and subtracting decimal fractions upto three decimal places.

3. Measurement:
(a) To add and subtract quantities in decimal form.
(b) Concept of length, capacity and mass in terms of meters, grams and litres.

4. Time:
(a) Addition and subtraction of compound quantities.
(b) Solving problems involving hours, minutes and second, and days and weeks.

5. Geometry:
(a) Measuring of a line in centimeters and millimeters.
(b) To identify boundaries, interior and exterior regions of common plane figures.
(c) Determine the perimeter of a rectangle and a square.

5. Information Handling
(a) Interpret a simple line graph.

SUBJECT: SCIENCE

1. Living Things
(a) Difference between living and non-living things.
(b) Uses of animals and plants.
(c) Food, balanced diet and health.
(d) Living things and environments.

2. Matter and Energy
(a) Substance and its solubility.
(b) Water Cycle.
(c) Air and pollution.
(d) Kinds of gases.
(e) Magnet, its poles and its uses.
(f) How electricity works. Uses of electricity.
(g) Definition of temperature

3. Earth and Universe:
(a) Rotation of earth.
(b) The solar system, with special reference to the positions of the sun, moon, earth and stars.
(c) Constitution of the earth.

SUBJECT: ISLAMIYAT

1. Quran Khwani:
(a) Parah Amm (30) First three quarters.
(b) Memorizing - AAIT-UL-KURSI, AL-FEEL, AL-QUREISH, AL-NASR.
(c) Memorize and Translate SURAT-UL-IKHLAAS.

2. Beliefs and Prayers:
(a) That Allah loves righteousness and virtue.
(b) Benefits of prayers.
(c) The scriptures (revealed books).
(d) Hazrat Noah (AS).
(e) The Holy Prophets (PBUH) family and forefathers.

3. Seerat-un-Nabi:
(a) Events that occurred from proclamation of Prophethood until migration.

4. Morals and manners in the light of Islamic Teachings:
(a) Honesty, simplicity, punctuality in prayers, helping special people.
(b) Love for Pakistan.
(c) Careful use of resources.

SUBJECT: SOCIAL STUDIES

1. Location and History:
(a) About the province - its name, location, physical features, population, environment weather, etc.
(b) A brief history of the Province.

2. Resources
(a) Different types of soil found in the area.
(b) The weather conditions and how clouds and rain are formed.
(c) How the climatic conditions affect the lives of people.
(d) Effects of rivers on vegetation.
(e) Systems of irrigation.
(f) Animals and crops found in the province.
(g) Material resources and industrial development.
(h) Relationship between people and natural resources.

3. Administration:
(a) Functions of the provincial administration.
(b) Basic rights and duties of a citizen.
(c) Pakistan ideology.

4. Population:
(a) Total number of population of the province.
(b) Occupation of people
(c) Rural - Urban migration.

5. Works of Public Utility:
(a) Institutions working for the welfare of the public:
(i) Schools,
(ii) hospitals,
(iii) banks,
(iv) Municipalities,
(v) Welfare organizations.

6. Means of Transport and Communication:
(a) Means of transport and imbalance between demand and supply due to population pressures.
(b) Different medias of communication and their impact on the quality of life.

7. Problems & Solutions:
(a) Basic problems, including increasing population.
(b) Understanding of the Islamic values of Social justice.

8. Important Personalities:
(a) Identify the efforts of various personalities for the betterment of people.
(b) Respect and reverence for the important personalities.
(c) Days celebrated to honour the important personalities.

SUBJECT: ENGLISH LANGUAGE

1. Listening and Speaking skills:
(a) Understanding and use of social courtesy expressions.
(b) Ordinal numbers: first, second, third, etc.

(c) Counting in hundreds upto one thousand.
(d) Names of simple uncountable nouns, meals, clothing, occupations, months of the year, seasons and directions.
(e) Use of irregular plurals, men, women, children, feet, etc.
(f) Use of pronouns in objective and possessive form.
(g) Use of verbs in past, present and future tense.
(h) Use of "adverb of time" and prepositions.

2. Reading:
(a) Reading of social courtesy expressions.
(b) Simple questions and sentences in the present tense, present continuous tense, past and past continuous tense, and future tense.
(c) Read simple sentences with adjectives, prepositions, adverbs, interrogatives.
(d) Reading of a short paragraph.

3. Writing Skills:
(a) Write the months of the year, seasons, directions, time, clothing, occupations, numbers in hundreds upto 1000, ordinal numbers upto "tenth".
(b) Simple sentences in past, present and future tense using appropriate nouns, pronouns, verbs, adjectives, adverbs and prepositions.
(c) Answer the questions after having read a given passage.
(d) Punctuate questions and sentences with capital letters, question mark and fullstop.

CLASS V

SUBJECT: ENGLISH LANGUAGE

1. Listening and Speaking skills:
1. Understanding and use of social courtesy expressions.
2. Ordinal numbers: first, second, third, etc.
3. Counting in hundreds upto one thousand.
4. Names of simple uncountable nouns, meals, clothing, occupations, months of the year, seasons and directions.
5. Use of irregular plurals, men, women, children, feet, etc.
6. Use of pronouns in objective and possessive form.
7. Use of verbs in past, present and future tense. 8. Use of "adverb of time" and prepositions.

2. Reading:
1. Reading of social courtesy expressions.
2. Simple questions and sentences in the present tense, present continuous tense, past and past continuous tense, and future tense.
3. Read simple sentences with adjectives, prepositions, adverbs, interrogatives.
4. Reading of a short paragraph.

3. Writing Skills:
1. Write the months of the year, seasons, directions, time, clothing, occupations, numbers in hundreds upto 1000, ordinal numbers upto "tenth".
2. Simple sentences in past, present and future tense using appropriate nouns, pronouns, verbs, adjectives, adverbs and prepositions.
3. Answer the questions after having read a given passage.
4. Punctuate questions and sentences with capital letters, question mark and fullstop.

SUBJECT: URDU

1. Listening Skills:
(a) Listen to stories, poems and passages and give answers to the related questions.
(b) Draw inferences from discussions held in classroom.
(c) Listen to news, children programmes and speeches on radio and TV.

2. Speaking Skills:
(a) Relate events and give factual information.
(b) Describe personal observations and experiences.
(c) Interpret picture stories.
(d) Make speeches on given topics.
(e) Recite poetry or national song.

3. Reading and Comprehension:
(a) Reading of textual matter.
(b) Read newspapers, posters, signboard and advertisements on TV.
(c) Reading of supplementary material.

4. Vocabulary:
(a) Expand vocabulary by using:
(i) Context to understand meaning,
(ii) Opposites,
(iii) Prefixes and suffixes,
(iv) Meaning of idioms.

5. Sentence Structure:
(a) Use of nouns, adjectives, personal pronouns, possessive pronouns, adverbs, prepositions, conjunction and interjection.
(b) Use of past, present and future tense in their continuous forms.

6. Writing Skills:
(a) Dictation with special attention to punctuation marks.
(b) Write a paragraph with the help of outlines.
(c) Writing simple applications and letters.
(d) Writing stories from outlines.

SUBJECT: MATHEMATICS

1. Numbers:
(a) Roman numbers upto 20, and for 50, 100, 1000.
(b) Concept of divisibility, multiples, prime and composite numbers.
(c) Finding the Highest common Factor (HCF) and the Lowest Common Multiple (LCM) of natural numbers.

2. Algebra:
(a) Reduction of a common factor to its simple form and changing a common fraction into a decimal fraction.
(b) Multiplication and division of decimal fractions.

3. Unitary Method:
(a) Apply to the solution of everyday problems.

4. Average:
(a) Solving of problems involving average (Mean).

5. Geometry
(a) To know what is:
(i) ray, line, parallel, vertical, horizontal,
(ii) Angle, right angle, right triangle.
(b) To determine the perimeter of rectangles and various types of quadrilateral.

(c) Determine the area of geometrical figures.
(d) Concept of volume of a solid.

6. Information handling:
(a) To interpret pie-charts and line graphs.

SUBJECT: SCIENCE

1. Living things
(a) Differentiate between animals that are hatched and born.
(b) Life cycle of an insect.
(c) Life cycle of plants.
(d) Crops and their cultivation.
(e) Kinds of food.
(f) Hygienic living.
(g) Pollution.

2. Matter and Energy
(a) Atom and molecules.
(b) Three states of matter.
(c) The gravitational force.
(d) Water and its uses.
(e) Water vapours.
(f) Simple machines, levers, wheels, pulleys, etc.
(g) Forms of energy.
(h) Transparent materials
(i) Sunlight and how its works on colours.

3. Earth & Universe:
(a) Position and distance of sun in relation to the earth.
(b) The solar system and details about the important planets.
(c) Erosion of soil.
(d) Structure of the earth.
(e) Ocean and Ocean floor.
(f) Ocean as reservoirs of food

SUBJECT: ISLAMIYAT

1. Quran Khwani:
(a) Parah I (Complete)
(b) Hifz: Al-Mauna, Al-Kafroon, Al-Falq, An-Naas.
(c) Hifz and Translation: Soorah-e-Fateha, Kalima-e-Shahadat, Soorat-al-Kausar and Al-Asr.

2. Belief & Prayers
(a) The life hereafter.
(b) Obeying the Holy Prophet (PBUH) and Allah.
(c) Importance of Seerat-un-Nabi.
(d) Prophets (AS) Ibrahim (AS) Musa (AS) ISA (AS)
(e) Friday and Eid Prayers.
(f) Importance of Fasting

3. Seerat-un-Nabi:
(a) Fraternity.
(b) Battle of Badr, Uhad, Ahzah.

(c) Truce of Hudaibiya.
(d) Conquest of Mecca.
(e) The last Pilgrimage
(f) The demise of the Holy Prophet (PBUH)

4. Morals and Manners:
(a) Fulfilling the promise.
(b) Tolerance, kindness and forgiveness.
(c) Islamic brotherhood and equality.
(d) National cohesion.
(e) Love for Pakistan and its citizens.

SUBJECT: SOCIAL STUDIES

1. Islamic Republic of Pakistan:
(a) Understanding the background and the resultant need for Pakistan.
(b) The freedom movement and the various people who worked for it.
(c) Ideology, integrity and security of Pakistan.

2. Local and Physical Features:
(a) The Hindu-Muslim differences and the resultant need for Pakistan.
(b) Importance of location of Pakistan.
(c) Neighbouring countries.
(d) Physical features of Pakistan.
(e) Knowledge and understanding of Islamic values.

3. Climate:
(a) Various elements of climate.
(b) Systems of irrigation.

4. Natural Resources:
(a) Natural vegetation, various agricultural products, and mineral power resources in Pakistan.

5. Population:
(a) Imbalance, basic needs, environment and natural resources.
(b) Way of life of the people of Pakistan.
(c) Relationship amongst the people of different provinces.

6. Safety:
(a) Role of the Defence Forces and Police.
(b) Social activities.
(c) Importance and philosophy of the national Anthem.

7. Administration:
(a) Basic components of the constitution of the Islamic Republic of Pakistan.
(b) Structure of the Government of Pakistan.
(c) Pakistan flag and the philosophy behind it.

8. Works of Public Utility:
(a) Various organizations working for the welfare of society, including NGOs.

9. Means of Communication and Transportation:
(a) Importance of various means of communication to meet people's basic needs.
(b) Importance of various means of transportation to meet people's basic needs.

10. Problems and their solutions:
(a) Importance of the work of past heroes of Pakistan.

(b) Identify obstacles in the way of national progress such as, increased population imbalance etc.

11. **Important Personalities who contributed to spread Islam and the freedom movement:**

(a) Identify great personalities who contributed to the making of Pakistan.
(b) Appreciation for the work of Muslim heroes.
(c) Respect and reverence for the founder of Pakistan and other leaders

Course Contents of the Primary Classes – MCQs

Write the correct answer:

1. Curriculum development emerged as a ______ activity:
   (a)✓ National (b) Local
   (c) (a) & (b)
   (d) None of these
2. The years ______ saw the emergence of new curricula, textbooks and teaching materials across the entire fabric of the school system, that is, from classes 1 to 10.
   (a) 1970-72
   (b)✓ 1972-74
   (c) 1974-76
   (d) 1976-78
3. NBCT stands for:
   (a)✓ National Bureau Curriculum and Textbooks
   (b) National Bureau of Culture and Tourism
   (c) National Bureau for Control of Traffic
   (d) None of these
3. NRC stands for:
   (a)✓ National Review Committee
   (b) National Regulatory Committee
   (c) National Research Center
   (d) None of these
4. What are the major features of course content of primary level?
   (a) Continuation of integrated curriculum for class I-III, with separate treatment of Mathematics.
   (b) Starting Nazira Quran from Class I, and its completion in the terminal year (Class VII).
   (c) Updating concept based curriculum for increasing awareness of the learners about society and inculcating Islamic values.
   (d) Adopting a liberal policy concerning the medium of instruction. Provincial, National or English.
   (e)✓ All of the above
5. Which is not the feature of course content of primary level in Pakistan?
   (a) In areas where female participation is low, special incentive oriented programmes to be created to enroll and retain girls in schools.
   (b) Updating the primary kit, guides and workbooks in the languages of the medium of instruction, and providing them to the schools.
   (c) Providing special funds to improve the facilities for improving the learning process. This may include computers, science kits, and supplementary books dealing with general knowledge.
   (d) Initiating a new cycle of curriculum reform directed towards improving the delivery of curriculum.
   (e)✓ Managing the foreign trips for students

6. What are the goals of primary schools?
   (a) To provide for the overall growth and development of the child.
   (b) To create in the child a sense of citizenship in community, country and world.
   (c) To promote intellectual development of the child which includes literacy in languages, numeracy in Mathematics, inquiry in Science, problem-solving in Social Studies and inculcating values in Islamiyat.
   (d) To provide learning that is relevant to the needs of the child.
   (e) To equip the child life-long learning skills.
   (f)✓ All of the above
7. What are the specific goals which are necessary to develop in the child? According to the course content of primary classes:
   (a) A balanced personality by acquiring knowledge of Islamic values and by encouraging their use in though and action.
   (b) An understanding of the ideological foundations of Pakistan and to encourage patriotism and love for country and mankind.
   (c) Basic language skills.
   (d) Basic numeracy skills.
   (e)✓ All of the above
8. What is the nature of listening and speaking skills for students of Class-I?
   (a) Identify and recite alphabets and numbers upto ten.
   (b) Identify and name familiar objects in singular and plural form.
   (c) Follow simple instructions.
   (d) Understand and use social courtesy expressions.
   (e) Articulate words with short vowels and sounds of familiar objects.
   (f)✓ All of the above
9. In English language what is the nature and content of reading for Class-I?
   (a) Recognize and associate sounds with letters.
   (b) Sound out and associate small and capital letters.
   (c) Recognize numbers and letters.
   (d) Light read familiar words of one or two syllabus.
   (e)✓ All of the above
10. What is concept of 'Writing' in English language for Class-I?
   (a) Identify and trace/copy out small and capital letters.
   (b) Identify and trace/copy out numbers upto ten.
   (c) Write the beginning sounds of familiar vocabulary.
   (d)✓ All of the above
11. Identify the 'Listening Skills' in Urdu language for Class-I?
   (a) Discriminate sounds of different syllabus.
   (b) Follow verbal directions.
   (c) Listen to stories and answer questions.
   (d) Discriminate sounds of different animals and machines, heard in the environment.
   (e)✓ All of the above
12. What is the nature 'Speaking Skills' in Urdu language for Class-I?
   (a) Speak with correct pronunciations.

(b) Speak salutations and convey messages correctly.
(c) Tell about environment and narrate simple stories.
(d)✓ All of the above

13. What is concept 'Reading and Comprehension' of Urdu language for Class-I?
(a) Read sounds, make words and simple sentences.
(b) Read and comprehend textual material.
(c) Answer simple questions.
(d) Picture reading.
(d)✓ All of the above

14. Identify the process to understand vocabulary by matching in Urdu language for Class-I?
(a) Words with pictures
(b) Singular and plural
(c) Masculine and feminine
(d) Opposite words
(e)✓ All of the above

15. What is the nature of 'Sentence Structure' in Urdu language for Class-I?
(a) Complete sentences using singular, plural, nouns, helping verbs.
(b) Complete sentences using masculine and feminine nouns and verbs in the present tense.
(c) Change affirmative to negative sentences.
(d) Use of interrogative words.
(e) Use of adjectives, pronouns, personal and possessive in the masculine and feminine forms.
(f) Use of prepositions.
(g) Use of simple present tense, present continuous tense and simple past tense.
(h)✓ All of the above

16. What is the nature 'Writing Skills' in Urdu language for Class-I?

(a) Spell simple words, two to three syllabus.
(b) Transcribe words and sentences from the text.
(c) Write simple sentences correctly.
(d) Order words to make a correct sentence.
(e) Write dictation correctly.
(f) Use words to complete sentences, forming a small paragraph on one topic.
(d)✓ All of the above

17. To understand the 'Number' in Mathematics which types of item are essentials?
(a) Understanding of numbers from 0 to (i)
(b) To use and interpret a number line for whole numbers.
(c) Understand the use of place Value for tens and ones and
(d)✓ All of the above

18. What are including in the syllabus Mathematics for Class-I?
(a) Algebra (b) Money
(c) Measurement (d) Time
(e) Geometry
(f)✓ All of the above

19. What are the chapter contents of Science for Class-I?
(a) Living Things
(b) Matter & Energy
(c) Earth and Universe
(d)✓ All of the above

20. What are the contents of Islamiyat for Class-I?
(a) Quran Khwani (Recitation)
(b) Beliefs and Prayers
(c) Seerat-un-Nabi
(d) Morals & Manners
(e)✓ All of the above

21. What are the contents of English Language for Class-II?
(a) Listening and speaking skills:
(b) Reading

(c) Writing
(d)✓ All of the above

22. What are the contents of Urdu Language for Class-II?
(a) Listening Skills
(b) Speaking Skills:
(c) Reading and Comprehension Skills
(d) Vocabulary
(e) Sentence Structure
(f) Writing Skills
(g)✓ All of the above

23. Identify the syllabus contents of Mathematics for Class-II?
(a) Number (b) Algebra
(c) Money
(d) Measurement
(e) Time
(f) Geometry
(g) Information Handling
(h)✓ All of the above

24. Identify the syllabus contents of Science for Class-II?
(a) Living Things
(b) Matter and Energy
(c) Earth and Universe
(d)✓ All of the above

25. Identify the syllabus contents of Islamiyat for Class-II?
(a) Quran Khwani
(b) Beliefs and Prayers
(c) Seerat-Un-Nabi
(d) Moral and Manners
(e)✓ All of the above

26. Identify the syllabus contents of English Language for Class-III?
(a) Listening and Speaking Skills
(b) Reading
(c) Writing
(d)✓ All of the above

27. Identify the syllabus contents of Urdu for Class-III?
(a) Listening Skills
(b) Speaking Skills
(c) Reading and Comprehension
(d) Vocabulary
(e) Sentence Structure
(f) Writing Sills
(g)✓ All of the above

28. Identify the syllabus contents of Mathematics for Class-III?
(a) Numbers (b) Algebra
(c) Money
(d) Measurement
(e) Time
(f) Geometry
(g) Information handling
(i)✓ All of the above

29. Identify the syllabus contents of Science for Class-III?
(a) Living thing
(b) Matter and Energy
(c) Earth and Universe
(d)✓ All of the above

30. Identify the syllabus contents of Islamiyat for Class-III?
(a) Quran Khwani
(b) Beliefs & Prayers
(c) Seerat-un-Nabi
(d) Morals and Manners
(e)✓ All of the above

31. Identify the syllabus contents of English Language for Class-IV?
(a) Listening and speaking Skills
(b) Reading
(c) Writing
(d)✓ All of the above

32. Identify the syllabus contents of Urdu for Class-IV?
(a) Listening Skills
(b) Speaking Skills
(c) Reading and Comprehension
(d) Vocabulary
(e) Sentence Structure
(f) Writing Skills
(g)✓ All of the above

33. Identify the syllabus contents of Mathematics for Class-IV?
(a) Number (b) Algebra
(c) Measurement
(d) Time
(e) Geometry

(f) Information Handling
(g)✓ All of the above
(a) Interpret a simple line graph.

34. Identify the syllabus contents of Science for Class-IV?
(a) Living Things
(b) Matter and Energy
(c) Earth and Universe
(d)✓ All of the above

35. Identify the syllabus contents of Islamiyat for Class-IV?
(a) Quran Khwani
(b) Beliefs and Prayers
(c) Seerat-un-Nabi
(d) Morals and manners in the light of Islamic Teachings
(e)✓ All of the above

36. Identify the syllabus contents of Social Studies for Class-IV?
(a) Location and History
(b) Resources
(c) Administration
(d) Population
(e) Works of Public Utility
(f) Means of Transport and Communication
(g) Problems & Solutions
(h) Important Personalities
(i)✓ All of the above

37. Identify the syllabus contents of English Language for Class-IV?
(a) Listening and Speaking skills
(b) Reading
(c) Writing Skills
(d)✓ All of the above

38. Identify the syllabus contents of Urdu for Class-V?
(a) Listening Skills
(b) Speaking Skills
(c) Reading and Comprehension
(d) Vocabulary
(e) Sentence Structure
(f) Writing Skills
(g)✓ All of the above

39. Identify the syllabus contents of Mathematics for Class-V?
(a) Numbers
(b) Algebra
(c) Unitary Method
(d) Average
(e) Geometry
(f) Information handling
(g)✓ All of the above

40. Identify the syllabus contents of Science for Class-V?
(a) Living things
(b) Matter and Energy
(c) Earth & Universe
(d)✓ All of the above

41. Identify the syllabus contents of Islamiyat for Class-V?
(a) Quran Khwani
(b) Belief & Prayers
(c) Seerat-un-Nabi
(d) Morals and Manners
(e)✓ All of the above

42. Identify the syllabus contents of Social Studies for Class-V?
(a) Islamic Republic of Pakistan
(b) Local and Physical Features
(c) Climate
(d) Natural Resources
(e) Population
(f) Safety
(g) Administration
(h) Works of Public Utility
(i) Means of Communication and Transportation
(j) Problems and their solutions
(k) Important Personalities who contributed to spread Islam and the freedom movement
(l)✓ All of the above

43. What are including in 'Listening Skills' in Urdu for Class-V?
(a) Listen to stories, poems and passages and give answers to the related questions.
(b) Draw inferences from discussions held in classroom.
(c) Listen to news, children programmes and speeches on radio and TV.

(d)✓ All of the above

44. For Class-V what is nature of 'Speaking Skills'?
(a) Relate events and give factual information.
(b) Describe personal observations and experiences.
(c) Interpret picture stories.
(d) Make speeches on given topics.
(e) Recite poetry or national song.
(f)✓ All of the above

45. 'Reading and Comprehension' for Class-V for the subject of Urdu containing?
(a) Reading of textual matter.
(b) Read newspapers, posters, signboard and advertisements on TV.
(c) Reading of supplementary material.
(d)✓ All of the above

46. What are included in 'Vocabulary' for Class-V in Urdu language?
(a) Context to understand meaning
(b) Opposites
(c) Prefixes and suffixes
(d) Meaning of idioms
(e)✓ All of the above

47. What is the nature of 'Writing Skills' for Class-V in subject of Urdu language?
(a) Dictation with special attention to punctuation marks.
(b) Write a paragraph with the help of outlines.
(c) Writing simple applications and letters.
(d) Writing stories from outlines.
(e)✓ All of the above

48. In Class-V the syllabus of 'Algebra' comprises on:
(a) Reduction of a common factor to its simple form and changing a common fraction into a decimal fraction.
(b) Multiplication and division of decimal fractions.
(c)✓ (a) & (b)
(d) None of these

49. In Class-V the syllabus of 'Science' especially the chapter of 'Living thing' consist on:
(a) Differentiate between animals that are hatched and born.
(b) Life cycle of an insect.
(c) Life cycle of plants.
(d) Crops and their cultivation.
(e) Kinds of food.
(f) Hygienic living.
(g) Pollution.
(h)✓ All of the above

50. Science for Class-V containing a chapter 'Earth and Universe' which having the features of:
(a) Position and distance of sun in relation to the earth.
(b) The solar system and details about the important planets.
(c) Erosion of soil.
(d) Structure of the earth.
(e) Ocean and Ocean floor.
(f) Ocean as reservoirs of food
(g)✓ All of the above

MCQs

ENGLISH GENERAL
(GRAMMAR AND COMPOSITION)

Antonyms MCQ's

Definition of Antonyms: Antonyms be defined as a word that has the opposite meaning or the opposite general meaning as a particular word in the same language or is in some applications a more or less satisfactory application of it. Thus the antonyms of a word can be an opposite in meaning or should atleast convey it's meaning in one way or the other or should show in what sense it can best be used.

Directions: Each Question below consists of word printed in capital letters, followed by five lettered words or phrases. Choose the lettered word or phrase that is most nearly opposite in meaning to the word in capital letters.

Since some of the questions require you to distinguish fine shades of meaning, be sure to consider all the choices before deciding which one is best.

1. **MOURNFUL:**
   (a) Informal (b) Sympathetic
   (c) Private (d) Appropriate
   (e) Joyous
2. **SCAD:**
   (a) Parsimony (b) Allocation
   (c) Dearth (d) Restrain
   (e) Provision
3. **GRANDIOSE:**
   (a) Docile
   (b) Unlikely to occur
   (c) Simple and unimposing
   (d) Light in weight
   (e) Uncommunicative
4. **ENTRENCH:**
   (a) Defy (b) Oust
   (c) Extinguish
   (d) Squander (e) Intercede
5. **LACKLUSTER:**
   (a) Superficial (b) Courteous
   (c) Vibrant
   (d) Complex (e) Abundant
6. **CENSURE:**
   (a) Augment (b) Eradicate
   (c) Enthrall
   (d) Commend (e) Reform
7. **TRANSIENCE:**
   (a) Slowness (b) Permanence
   (c) Lack of caution
   (d) Desire for perfection
   (e) Original nature
8. **DESICCATE:**
   (a) Lengthen (b) Hallow
   (c) Exonerate
   (d) Saturate (e) Anesthetize
9. **PROTRUSION:**
   (a) Deep recess
   (b) Strong dislike
   (c) Growing scarcity
   (d) Illusion (e) Chaos
10. **ENTICE:**
    (a) Repel (b) Authorize
    (c) Baffle
    (d) Misplace (e) Diminish
11. **ORTHODOXY:**
    (a) Renown (b) Trepidation
    (c) Unconventionality
    (d) Inquisitiveness
    (e) Remoteness
12. **SUMPTUOUS:**
    (a) Dank (b) Frequent
    (c) Partial
    (d) Restrained (e) Open
13. **DISSOLUTION:**
    (a) Retribution (b) Compliance
    (c) Futility
    (d) Persuasion (e) Establishment
14. **IRK:**

    (a) Pry (b) Tinge
    (c) Beguile
    (d) Convince (e) Soothe
15. **LIMBER:**
    (a) Sturdy (b) Orderly
    (c) Durable
    (d) Stiff (e) Gloomy
16. **OBLIQUITY:**
    (a) Praise
    (b) Straightforwardness
    (c) Conformity
    (d) Self-righteousness
    (e) Depreciation
17. **SLUR:**
    (a) Sensitivity (b) Sacrifice
    (c) Understatement
    (d) Challenge
    (e) Commendation
18. **APOTHEOSIS:**
    (a) Departure from tradition
    (b) Impatience with stupidity
    (c) Demotion from glory
    (d) Surrender to impulse
    (e) Cause for grief
19. **ENERVATE:**
    (a) Narrate (b) Enrage
    (c) Accomplish
    (d) Invigorate (e) Acquiesce
20. **NIGGARDLY:**
    (a) Appropriate
    (b) Generous (c) Complete
    (d) Radiant (e) Ongoing
21. **HEDGE:**
    (a) Act on impulse
    (b) Refuse to represent
    (c) State without qualification
    (d) Make a foolish comment
    (e) Establish a connection
22. **ABROGATE:**
    (a) Transgress (b) Signify
    (c) Alleviate
    (d) Question (e) Ratify
23. **INDUSTRY:**
    (a) Cleanliness (b) Pragmatism
    (c) Sloth (d) Promptness
    (e) Abasement
24. **SPUNK:**
    (a) Success (b) Timidity
    (c) Growing awareness
    (d) Lack of intelligence
    (e) Loss of prestige
25. **SAGE:**
    (a) Zealot (b) Miser
    (c) Braggart (d) Fool
    (e) Tyrant
26. **ADMONITION:**
    (a) Premonition
    (b) Hallucination
    (c) Escape
    (d) Commendation
    (e) Trepidation
27. **CHARY**
    (a) Lugubrious (b) Brash
    (c) Indifferent (d) Graceful
    (e) Scornful
28. **STUPEFY:**
    (a) Lie (b) Bend
    (c) Enliven
    (d) Talk nonsense
    (e) Consider thoughtfully
29. **COGENT:**
    (a) Contemplative
    (b) Unpersuasive
    (c) Expository
    (d) Stable (e) Inconceivable
30. **FICKLE:**
    (a) Spotless (b) Industrious
    (c) Welcome (d) Urgent
    (e) Loyal
31. **COMPLY:**
    (a) Simplify (b) Strive
    (c) Rebel
    (d) Unite (e) Appreciate
32. **CREDIT:**
    (a) Believe false
    (b) Treat as equal
    (c) Make more difficult
    (d) Underemphasize
    (e) Forget
33. **STILTED:**
    (a) Informal (b) Verbose
    (c) Secretive (d) Senseless

(e) Tentative

34. **UNGAINLY:**
(a) Slender (b) Graceful
(c) Restrained
(d) Inaccurate (e) Unnoticed

35. **QUIXOTIC:**
(a) Slow (b) Abstemious
(c) Pragmatic (d) Benevolent
(e) Grave

36. **DISPARITY:**
(a) Timidity (b) Complacency
(c) Bigotry (d) Likeness
(e) Influence

37. **CRITICAL:**
(a) Unimportant
(b) Uncertain (c) Silent
(d) Coherent (e) Destructive

38. **SOBRIETY:**
(a) Influence (b) Nonchalance
(c) Holiness (d) Civility
(e) Mirth

39. **RESTIVENESS:**
(a) Completeness
(b) Conviction (c) Concern
(d) Docility (e) Petulance

40. **HALLOW:**
(a) Keep silence
(b) Prove incorrect
(c) Accuse openly
(d) Desecrate (e) Instigate

41. **HARBINGER:**
(a) Ascetic (b) Miser
(c) Counselor (d) Follower
(e) Braggart

42. **SPUR:**
(a) Embitter (b) Discourage
(c) Impress (d) Mislead
(e) Ignore

43. **DISJOINTED:**
(a) Responsible
(b) Connected (c) Implied
(d) Useful (e) Imprecise

44. **MEALYMOUTHED:**
(a) Hungry (b) Indefinite
(c) Tightlipped
(d) Sincere (e) Apathetic

45. **PREVARICATE:**
(a) Postulate (b) Emphasize
(c) Support in theory
(d) Consider thoughtfully
(e) State truthfully

46. **LUMINARY:**
(a) Impostor (b) Nonentity
(c) Pilgrim
(d) Braggart (e) Mutineer

47. **TESTY:**
(a) Erroneous
(b) Uncommunicative
(c) Even-tempered
(d) Quick witted
(e) Industrious

48. **NEFARIOUS:**
(a) Lackadaisical
(b) Eccentric (c) Exemplary
(d) Corrigible (e) Hypocritical

49. **BEGRUDGE:**
(a) Mourn silently
(b) Grant freely
(c) Hunger for
(d) Advance rapidly
(e) Fight back

50. **BILK:**
(a) Reduce in size
(b) Make famous
(c) Roughen
(d) Renovate (e) Pay in full

51. **COMPOSE:**
(a) Disturb (b) Reveal
(c) Strengthen
(d) Isolate (e) Prevent

52. **OCCLUDE:**
(a) Determine (b) Transcend
(c) Surround
(d) Open (e) Regulate

53. **AMBIGUITY:**
(a) Extent (b) Success
(c) Clarity
(d) Normality (e) Expression

54. **AMELIORATION:**
(a) Prevention (b) Aggravation
(c) Distraction
(d) Indifference

(e) Dissuasion

55. **CAVIL:**
(a) Discern (b) Disclose
(c) Introduce
(d) Flatter (e) Commend

56. **SKEPTICAL**
(a) Theoretical (b) Indifferent
(c) Ready to believe
(d) Eager for change
(e) Lost in thought

57. **FLEDGLING:**
(a) Experienced person
(b) Shy onlooker
(c) Social outcast
(d) Fugitive (e) Adversary

58. **CRASS:**
(a) Boastful (b) Temporary
(c) Cheerful (d) Refined
(e) Extensive

59. **RECALCITRANT:**
(a) Tractable (b) Erratic
(c) Intuitive
(d) Vigorous (e) Rambling

60. **PROTRACT:**
(a) Defy (b) Supplement
(c) Postpone (d) Shorten
(e) Design

61. **PRIM:**
(a) Rare (b) Careful
(c) Unnecessary
(d) Improper (e) Decisive

62. **REPUGNANCE:**
(a) Attraction (b) Lethargy
(c) Blame
(d) Virtue (e) Awe

63. **NETTLE:**
(a) Disentangle
(b) Mollify (c) Magnify
(d) Muffle (e) Recompense

64. **REPLETE:**
(a) Unwrinkled
(b) Devoid (c) Vulgar
(d) Matchless
(e) Unsympathetic

65. **UNASSUAGED:**
(a) Presumed (b) Deceptive

(c) Singular
(d) Faulty (e) Soothed

66. **PALTRY:**
(a) Munificent (b) Improvident
(c) Random (d) Cautious
(e) Obsolete

67. **CONCLUSIVE:**
(a) Difficult to express
(b) Bringing bad luck
(c) Easy to solve
(d) Lacking merit
(e) Open to question

68. **RESOURCEFULNESS:**
(a) Wealth (b) Gratitude
(c) Melancholy
(d) Incompetence
(e) Frustration

69. **DISSUADE:**
(a) Extol (b) Exhort
(c) Intensify (d) Complicate
(e) Precede

70. **SPLENETIC:**
(a) Lackluster (b) Heartless
(c) Diffident (d) Constant
(e) Cordial

71. **VIRULENCE:**
(a) Pallor (b) Orderliness
(c) Femininity (d) Harmlessness
(e) Cowardice

72. **ADHERENT:**
(a) Fugitive (b) Dissembler
(c) Opponent (d) Educator
(e) Witness

73. **OSCILLATE:**
(a) Entreat (b) Intensify
(c) Remain fixed
(d) Expand gradually
(e) Wither away

74. **ASPERITY:**
(a) Gentility (b) Superiority
(c) Kindness (d) Clarity
(e) Vagueness

75. **UNSCATHED:**
(a) Honest (b) Gathered
(c) Injured (d) Cleansed
(e) Forgiven

76. FETTER:
(a) Diminish (b) Enervate
(c) Liberate (d) Return
(e) Cure

77. AUTONOMY:
(a) Dependence
(b) Animation (c) Renown
(d) Altruism (e) Antipathy

78. SLACK:
(a) Rough (b) Active
(c) Liberal (d) Dependent
(e) Familiar

79. RECOIL:
(a) Plunge forward
(b) Cease firing
(c) Skirt an issue
(d) Facilitate (e) Surrender

80. ENCUMBER:
(a) Disburden
(b) Perform easily
(c) Challenge boldly
(d) Observe with care
(e) Suppress

81. OPACITY:
(a) Iridescence (b) Firmness
(c) Transparence
(d) Poverty (e) Slum

82. PREDILECTION:
(a) Postponement
(b) Afterthought
(c) Lamentation
(d) Reoccurrence
(e) Aversion

83. SEEDY:
(a) Elegant (b) Intricate
(c) Tranquil (d) Irregular
(e) Slow

84. BOGGLE:
(a) Disentangle
(b) Repudiate (c) Ascertain
(d) Remain unruffled
(e) Lack planning

85. HIDEBOUND:
(a) Strong-willed
(b) Open-minded
(c) Thin-skinned
(d) Tenderhearted
(e) Scatterbrained

86. CASTIGATE:
(a) Diminish (b) Imitate
(c) Compare (d) Reward
(e) Misjudge

87. GAMBOL:
(a) Dodge (b) Masquerade
(c) Digress (d) Plod
(e) Vex

88. RAUCOUS:
(a) Orderly (b) Absorbent
(c) Mellifluous (d) Contentious
(e) Buoyant

89. TAPER:
(a) Emphasize (b) Restore
(c) Split (d) Broaden
(e) Modify

90. HIGH-HANDED:
(a) Dejected (b) Reasonable
(c) Hard-handed
(d) Short-handed
(e) Dynamic

91. DIMINUTION:
(a) Measurement
(b) Proximity
(c) Augmentation
(d) Orderliness (e) Inclination

92. DISTEND:
(a) Tell the truth
(b) Respond as expected
(c) Approximate
(d) Collect (e) Shrink

93. EMBROIL:
(a) Disengage (b) Remonstrate
(c) Refute thoroughly
(d) Answer hypothetically
(e) Consider genuinely

94. VOUCHSAFE:
(a) Postpone (b) Dissemble
(c) Endanger (d) Prohibit
(e) Justify

95. JETTISON:
(a) Salvage (b) Decelerate
(c) Muffle (d) Distract
(e) Anchor

96. STOIC:
(a) Savant (b) Herald
(c) Whiner
(d) Victor (e) Bystander

97. GAMELY:
(a) Fearfully (b) Diligently
(c) Clumsily
(d) Gloomily (e) Respectfully

98. CRESTFALLEN:
(a) Haughty (b) Impolite
(c) Frivolous (d) Tentative
(e) Rough

99. DESULTORY:
(a) Apologetic (b) Independent
(c) Laudatory
(d) Questionable
(e) Methodical

100. PULCHRITUDE:
(a) Antipathy (b) Unsightliness
(c) Inexperience
(d) Languor (e) Rancor

101. AMICABLE:
(a) Penetrating
(b) Compensating
(c) Unfriendly
(d) Zig-Zag (e) Inescapable

102. AMORAL:
(a) Unusual (b) Unfriendly
(c) Ethical (d) Suave
(e) Firm

103. AMORPHOUS:
(a) Nauseous (b) Obscene
(c) Providential
(d) Definite (e) Happy

104. AMPLIFY:
(a) Distract (b) Inter
(c) Publicize
(d) Decrease (e) Pioneer

105. ANALOGOUS:
(a) Not comparable
(b) Not capable
(c) Not culpable
(d) Not corporeal
(e) Not congenial

106. ANATHEMATIZE:
(a) Locate (b) Deceive
(c) Regulate (d) Radiate
(e) Bless

107. ANEMIC:
(a) Pallid (b) Cruel
(c) Red-blooded
(d) Ventilating (e) Hazardous

108. ANIMATED:
(a) Worthy (b) Dull
(c) Humorous
(d) Lengthy (e) Realistic

109. ANIMUS:
(a) Pterodactyl (b) Bastion
(c) Giraffe (d) Grimace
(e) Favor

110. ANOMALY:
(a) Desperation
(b) Requisition (c) Registry
(d) Regularity (e) Radiation

111. ANONYMOUS:
(a) Desperate (b) Signed
(c) Defined (d) Expert
(e) Written

112. ANTEDILUVIAN:
(a) Transported
(b) Subtle (c) Isolated
(d) Celebrated (e) Modern

113. ANTIPATHY
(a) Profundity (b) Objection
(c) Willingness
(d) Abstention (e) Fondness

114. ANTITHESIS:
(a) Velocity (b) Maxim
(c) Similarity
(d) Acceleration
(e) Reaction

115. APHASIA:
(a) Volubility (b) Necessity
(c) Pain (d) Crack
(e) Prayer

116. BAROQUE:
(a) Polished (b) Constant
(c) Transformed
(d) Simple (e) Aglow

117. BEATIFIC:
(a) Glorious (b) Dreadful
(c) Theatrical

(d) Crooked (e) Handsome

118. BELITTLE:
(a) Disobey (b) Forget
(c) Magnify (d) Extol
(e) Envy

119. BELLICOSE:
(a) Peaceful (b) Naval
(c) Amusing (d) Piecemeal
(e) Errant

120. BENIGN:
(a) Tenfold (b) Peaceful
(c) Blessed (d) Wavering
(e) Malignant

121. BENISON:
(a) Curse (b) Bachelor
(c) Wedding (d) Orgy
(e) Tragedy

122. BERATE:
(a) Grant (b) Praise
(c) Refer (d) Purchase
(e) Deny

123. BESTIAL:
(a) Animated (b) Noble
(c) Zoological (d) Clear
(e) Dusky

124. BIGOTRY:
(a) Arrogance (b) Approval
(c) Mourning (d) Promptness
(e) Tolerance

125. BIZARRE:
(a) Roomy (b) Veiled
(c) Subdued (d) Triumphant
(e) Normal

126. BLANCH:
(a) Bleach (b) Scatter
(c) Darken (d) Analyze
(e) Subdivide

127. BLAND:
(a) Caustic (b) Meager
(c) Soft (d) Uncooked
(e) Helpless

128. BLASÉ:
(a) Fiery (b) Clever
(c) Intriguing
(d) Slim (e) Ardent

129. BLEAK:
(a) Pale (b) Sudden
(c) Dry (d) Narrow
(e) Cheerful

130. BLITHE:
(a) Spiritual (b) Profuse
(c) Cheerless (d) Hybrid
(e) Comfortable

131. CAPACIOUS:
(a) Warlike (b) Cordial
(c) Curious (d) Not spacious
(e) Not capable

132. CAPRICIOUS:
(a) Satisfied (b) Insured
(c) Photographic
(d) Scattered (e) steadfast

133. CAPTIOUS:
(a) Tolerant (b) Capable
(c) Frivolous (d) Winning
(e) Recollected

134. CARNAL:
(a) Impressive (b) Minute
(c) Spiritual (d) Actual
(e) Private

135. CARNIVOROUS :
(a) Gloomy (b) Tangential
(c) Productive (d) Weak
(e) Vegetarian

136. CAROUSAL:
(a) Awakening (b) Sobriety
(c) Acceleration
(d) Direction (e) Production

137. CARPING:
(a) Acquiescent
(b) Mean (c) Limited
(d) Pedestrian (e) Racing

138. CARTE BLANCHE:
(a) Capitalism (b) Investment
(c) Importance (d) Restriction
(e) Current

139. CATHOLIC:
(a) Religious (b) Pacific
(c) Narrow (d) Weighty
(e) Funny

140. CELERITY:
(a) Assurance (b) State
(c) Acerbity (d) Delay
(e) Infamy

141. CELIBATE:
(a) Investing (b) Married
(c) Retired (d) Commodious
(e) Dubious

142. CENSURE:
(a) Process (b) Enclose
(c) Interest (d) Praise
(e) Penetrate

143. CENTRIFUGAL:
(a) Centripetal (b) Ephemeral
(c) Lasting (d) Barometric
(e) Algebraic

144. CESSATION:
(a) Premium (b) Gravity
(c) Beginning
(d) Composition
(e) Apathy

145. CHAFFING:
(a) Achieving (b) Serious
(c) Capitalistic (d) Sneezing
(e) Expensive

146. COY
(a) Weak (b) Airy
(c) Brazen (d) Old
(e) Tiresome

147. COZEN:
(a) Amuse
(b) Treat honestly
(c) Prate
(d) Shackle (e) Vilify

148. CRAVEN:
(a) Desirous (b) Direct
(c) Bold (d) Civilized
(e) Controlled

149. CRUX:
(a) Affliction (b) Spark
(c) Events (d) Trivial point
(e) Belief

150. CRYPTIC:
(a) Tomblike (b) Futile
(c) Famous (d) Candid
(e) Indifferent

Answers

1.	(e)	2.	(c)	3.	(c)	4.	(b)	5.	(c)	6.	(d)	7.	(b)
8.	(d)	9.	(a)	10.	(a)	11.	(c)	12.	(d)	13.	(e)	14.	(e)
15.	(d)	16.	(b)	17.	(e)	18.	(c)	19.	(d)	20.	(b)	21.	(c)
22.	(e)	23.	(c)	24.	(b)	25.	(d)	26.	(d)	27.	(b)	28.	(c)
29.	(b)	30.	(e)	31.	(c)	32.	(a)	33.	(a)	34.	(b)	35.	(c)
36.	(d)	37.	(a)	38.	(e)	39.	(d)	40.	(d)	41.	(b)	42.	(b)
43.	(b)	44.	(d)	45.	(e)	46.	(b)	47.	(c)	48.	(c)	49.	(b)
50.	(c)	51.	(a)	52.	(d)	53.	(c)	54.	(b)	55.	(e)	56.	(c)
57.	(a)	58.	(d)	59.	(a)	60.	(d)	61.	(d)	62.	(a)	63.	(b)
64.	(b)	65.	(c)	66.	(a)	67.	(e)	68.	(d)	69.	(b)	70.	(e)
71.	(d)	72.	(c)	73.	(c)	74.	(c)	75.	(c)	76.	(c)	77.	(a)
78.	(b)	79.	(a)	80.	(a)	81.	(c)	82.	(e)	83.	(a)	84.	(d)
85.	(b)	86.	(d)	87.	(d)	88.	(c)	89.	(d)	90.	(b)	91.	(c)
92.	(e)	93.	(a)	94.	(d)	95.	(a)	96.	(c)	97.	(a)	98.	(a)
99.	(c)	100.	(b)	101.	(c)	102.	(c)	103.	(d)	104.	(d)	105.	(a)
106.	(c)	107.	(c)	108.	(b)	109.	(c)	110.	(d)	111.	(b)	112.	(e)
113.	(c)	114.	(c)	115.	(a)	116.	(d)	117.	(b)	118.	(d)	119.	(a)
120.	(e)	121.	(a)	122.	(b)	123.	(b)	124.	(e)	125.	(e)	126.	(c)
127.	(a)	128.	(c)	129.	(c)	130.	(c)	131.	(d)	132.	(e)	133.	(a)
134.	(c)	135.	(e)	136.	(b)	137.	(a)	138.	(d)	139.	(c)	140.	(d)
141.	(b)	142.	(d)	143.	(a)	144.	(c)	145.	(b)	146.	(c)	147.	(b)
148.	(c)	149.	(d)	150.	(d)								

Synonyms MCQ's

Definition: A synonym may be defined as a word that has the same meaning or the same general meaning as a particular word in the same Language or is in some applications a more or less satisfactory application of it. Thus the synonym of a word can be an exact equivalent in meaning or should atleast convey it's meaning in one way or the other or should show in what sense it can best be used:

Each of the questions below consists of a word in capital letters. Followed by five lettered words or phrases. Choose the lettered word or phrase that is most nearly similar in meaning to the word in capital letters and write the letter of your choice.

1. **ABASE:**
   (a) Incur (b) Tax
   (c) Estimate (d) Elope
   (e) Humiliate
2. **ABERRATION:**
   (a) Deviation (b) Abhorrence
   (c) Dislike (d) Absence
   (e) Anecdote
3. **ABET:**
   (a) Conceive (b) Wager
   (c) Encourage (d) Evade
   (e) Protect
4. **ABEYANCE:**
   (a) Obedience (b) Discussion
   (c) Excitement
   (d) Suspended action
   (e) Editorial
5. **ABJURE:**
   (a) Discuss (b) Renounce
   (c) Run off secretly
   (d) Perjure (e) Project
6. **ABLUTION:**
   (a) Censure (b) Forgiveness
   (c) Mutiny
   (d) Survival (e) Washing
7. **ABNEGATION:**
   (a) Blackness (b) Self-denial
   (c) Selfishness (d) Cause
   (e) Effectiveness
8. **ABORIGINE:**
   (a) First design (b) Absolution
   (c) Finale (d) Concept
   (e) Primitive inhabitant
9. **ABORTIVE:**
   (a) Unsuccessful
   (b) Consuming (c) financing
   (d) Familiar (e) Fruitful
10. **ABSTINENCE:**
    (a) Restrained eating or drinking
    (b) Vulgar display
    (c) Deportment
    (d) Reluctance (e) Population
11. **ABSTRUSE:**
    (a) Profound (b) Irrespective
    (c) Suspended (d) Protesting
    (e) Not through
12. **ABUT:**
    (a) Stimulate (b) Grasp
    (c) Oppose (d) Widen
    (e) Adjoin
13. **ABYSMAL:**
    (a) Bottomless (b) Eternal
    (c) Meteoric (d) Diabolic
    (e) Internal
14. **ACCEDE:**
    (a) Fail (b) Compromise
    (c) Correct (d) Consent
    (e) Mollify
15. **ACCLIVITY:**
    (a) Index (b) Report
    (c) Upslope of a hill
    (d) Character (e) Negotiator
16. **ADULATION:**
    (a) Youth (b) Purity
    (c) Brightness (d) Defense
    (e) Criticism

17. **ADVOCATE:**
    (a) Define (b) Oppose
    (c) Remove (d) Inspect
    (e) Discern
18. **AFFABLE:**
    (a) Rude (b) Ruddy
    (c) Needy (d) Useless
    (e) Conscious
19. **AFFECTED:**
    (a) Weary (b) Unfriendly
    (c) Divine (d) Unfeigned
    (e) Slow
20. **AFFLUENCE:**
    (a) Poverty (b) Fear
    (c) Persuasion
    (d) Consideration
    (e) Neglect
21. **AGILITY:**
    (a) Awkwardness
    (b) Solidity (c) Temper
    (d) Harmony (e) Warmth
22. **ALACRITY**
    (a) Slowness (b) Plenty
    (c) Fifth (d) Courtesy
    (e) Despair
23. **ALLEVIATE:**
    (a) Endure (b) Worsen
    (c) Enlighten (d) Maneuver
    (e) Humiliate
24. **ALLURE:**
    (a) Hinder (b) Repel
    (c) Ignore (d) Leave
    (e) Wallow
25. **ALOOF:**
    (a) Triangular (b) Gregarious
    (c) Comparable
    (d) Honorable (e) Savory
26. **AMALGAMATE:**
    (a) Equip (b) Separate
    (c) Generate (d) Materialize
    (e) Repress
27. **AMBIGUOUS:**
    (a) Salvageable
    (b) Corresponding
    (c) Responsible
    (d) Clear (e) Auxiliary
28. **AMBLE:**
    (a) Befriend (b) Hasten
    (c) Steal (d) Browse
    (e) Prattle
29. **AMBULATORY:**
    (a) Convalescent
    (b) Valedictory
    (c) Bedridden
    (d) Emergency (e) Congenital
30. **AMELIORATE:**
    (a) Make slow
    (b) Make sure (c) Make young
    (d) Make worse
    (e) Make able
31. **ASTUTE:**
    (a) Sheer (b) Noisily
    (c) Astral (d) Unusual
    (e) Clever
32. **ATROCITY:**
    (a) Endurance (b) Fortitude
    (c) Session (d) Heinous act
    (e) Hatred
33. **ATROPHY:**
    (a) Capture (b) Waste away
    (c) Govern (d) Award prize
    (e) Defeat
34. **ATTENUATE:**
    (a) Appear (b) Be absent
    (c) Weaken (d) Testify
    (e) Soothe
35. **ATYPICAL:**
    (a) Superfluous
    (b) Fortitude (c) Unusual
    (d) Clashing (e) Lovely
36. **AUDACITY:**
    (a) Boldness (b) Asperity
    (c) Strength (d) Stature
    (e) Anchorage
37. **AUGMENT:**
    (a) Make noble
    (b) Anoint (c) Increase

(d) Harvest (e) Reach

38. AUXILIARY:
(a) Righteous (b) Prospective
(c) Assistant (d) Archaic
(e) Mandatory

39. AVARICE:
(a) Easiness (b) Greed
(c) Statement (d) Invoice
(e) Power

40. AVATAR:
(a) Hedge (b) Hypnosis
(c) Incarnation (d) Perfume
(e) Disaster

41. AWRY:
(a) Recommended
(b) Commiserating
(c) Startled (d) Crooked
(e) Psychological

42. BALEFUL:
(a) Doubtful (b) Virtual
(c) Deadly (d) Conventional
(e) Virtuous

43. BALMY:
(a) Venturesome
(b) Dedicated (c) Mild
(d) Fanatic (e) Memorable

44. BANAL:
(a) Philosophical
(b) Trite (c) Dramatic
(d) Heedless (e) Discussed

45. BANEFUL:
(a) Intellectual (b) Thankful
(c) Decisive (d) Poisonous
(e) Remorseful

46. BOISTEROUS:
(a) Conflicting (b) Noisy
(c) Testimonial
(d) Grateful (e) Adolescent

47. BOMBASTIC:
(a) Sensitive (b) Pompous
(c) Rapid (d) Sufficient
(e) Expensive

48. BOORISH:
(a) Brave (b) Oafish
(c) Romantic (d) Speedy
(e) Dry

49. BOUILLON:
(a) Insight (b) Chowder
(c) Gold (d) Clear soup
(e) Stew

50. BRACKISH:
(a) Careful (b) Salty
(c) Chosen (d) Tough
(e) Wet

51. BRAGGADOCIO:
(a) Weaponry (b) Boasting
(c) Skirmish (d) Encounter
(e) Position

52. BRAZEN:
(a) Shameless (b) Quick
(c) Modest (d) Pleasant
(e) Melodramatic

53. BRINDLED:
(a) Equine (b) Pathetic
(c) Hasty (d) Spotted
(e) Mild Tasting

54. BROCHURE:
(a) Opening (b) Pamphlet
(c) Censor (d) Bureau
(e) Pin

55. BUCOLIC:
(a) Diseased (b) Repulsive
(c) Rustic (d) Twinkling
(e) Cold

56. BUXOM:
(a) Voluminous
(b) Indecisive (c) Convincing
(d) Plump (e) Bookish

57. CACHE:
(a) Lock (b) Hiding place
(c) Tide (d) Automobile
(e) Grappling hook

58. CACOPHONY:
(a) Discord (b) Dance
(c) Applause
(d) Type of telephone
(e) Rooster

59. CALLOW:
(a) Youthful (b) Holy
(c) Mild (d) Colored
(e) Seated

60. CANDID:
(a) Vague (b) Outspoken
(c) Experienced
(d) Anxious (e) Sallow

61. CHASTE:
(a) Loyal (b) Timid
(c) Curt
(d) Pure (e) Outspoken

62. CHIDE:
(a) Unite (b) Fear
(c) Record (d) Skid
(e) Scold

63. CHIMERICAL:
(a) Developing (b) Brief
(c) Distant (d) Economical
(e) Fantastic

64. CHOLERIC:
(a) Musical (b) Episodic
(c) Hotheaded (d) Global
(e) Seasonal

65. CHURLISH:
(a) Marine (b) Economical
(c) Impolite (d) Compact
(e) Young

66. CILIATED:
(a) Foolish (b) Swift
(c) Early (d) Constructed
(e) Hairy

67. CIRCUITOUS:
(a) Indirect (b) Complete
(c) Obvious (d) Aware
(e) Tortured

68. CITE:
(a) Galvanize (b) Visualize
(c) Locate (d) Quote
(e) Signal

69. CLANDESTINE:
(a) Abortive (b) Secret
(c) Tangible (d) Doomed
(e) Approved

70. CLAUSTROPHOBIA:
(a) Lack of confidence
(b) Fear of spiders
(c) Love of books
(d) Fear of grammar
(e) Fear of closed places

71. CLEFT:
(a) Split (b) Waterfall
(c) Assembly (d) Adherence
(e) Surplus

72. CLICHÉ:
(a) Increase (b) Vehicle
(c) Morale (d) Platitude
(e) Pique

73. COERCE:
(a) Recover (b) Begin
(c) Force (d) License
(e) Ignore

74. COGNIZANCE:
(a) Policy (b) Knowledge
(c) Advance (d) Omission
(e) Examination

75. COHERE:
(a) Hold together
(b) Occur simultaneously
(c) Recollect (d) Materialize
(e) Understand

76. CONJECTURE:
(a) Magic (b) Guess
(c) Position (d) Form
(e) Place

77. CONNOISSEUR:
(a) Gourmand (b) Lover of art
(c) Humidor (d) Delinquent
(e) Interpreter

78. CONSANGUINITY:
(a) Kinship (b) Friendship
(c) Bloodletting
(d) Relief
(e) Understanding

79. CONSENSUS:
(a) General agreement
(b) Project
(c) Insignificance
(d) Sheaf (e) Crevice

80. CONSTRUE:
(a) Explain (b) Promote
(c) Reserve (d) Erect
(e) Block

81. CONTAMINATE:
(a) Arrest (b) Prepare
(c) Pollute (d) Beam
(e) Inform

82. **CONTENTIOUS:**
(a) Squealing (b) Surprising
(c) Quarrelsome
(d) Smug (e) Creative

83. **CONTINENCE:**
(a) Humanity (b) Research
(c) Embryology
(d) Bodies of land
(e) Self-restraint

84. **CONTRABAND:**
(a) Purpose (b) Rogue
(c) Rascality (d) Difficulty
(e) Smuggling

85. **CONTRITE:**
(a) Smart (b) Penitent
(c) Restful (d) Recognized
(e) Perspiring

86. **CONTROVERT:**
(a) Turn over (b) Contradict
(c) Mind (d) Explain
(e) Swing

87. **CONVENE:**
(a) Propose (b) Restore
(c) Question (d) Gather
(e) Motivate

88. **CONVERSANT:**
(a) Ignorant (b) Speaking
(c) Incorporated
(d) Familiar (e) Pedantic

89. **COPIOUS:**
(a) Plentiful (b) Cheating
(c) Dishonorable
(d) Adventurous
(e) Inspired

90. **CORPULENT:**
(a) Regenerate (b) Obese
(c) Different
(d) Hungry (e) Bloody

91. **DECIMATE:**
(a) Kill (b) Disgrace
(c) Search
(d) Collide (e) Deride

92. **DECLIVITY:**
(a) Trap (b) Quadrangle
(c) Quarter
(d) Activity
(e) Downward slope

93. **DÉCOLLETÉ:**
(a) Flavored (b) Demure
(c) Flowery
(d) Low-necked
(e) Sweet

94. **DECOROUS:**
(a) Momentary (b) Emotional
(c) Suppressed (d) Proper
(e) Unexpected

95. **DECREPITUDE:**
(a) Feebleness (b) Disease
(c) Coolness (d) Melee
(e) Crowd

96. **DEFAULT:**
(a) Failure to act
(b) Tendency to err
(c) Desire to remedy
(d) Debt
(e) Misunderstanding

97. **DEFECTION:**
(a) Determination
(b) Desertion (c) Invitation
(d) Affection (e) Reservation

98. **DEFILE:**
(a) Manicure (b) Ride
(c) Pollute
(d) Assemble (e) Order

99. **DEGRADED:**
(a) Surprised (b) Lowered
(c) Ascended (d) Learned
(e) Prejudged

100. **DELETERIOUS:**
(a) Delaying (b) Experimental
(c) Harmful (d) Graduating
(e) Glorious

101. **DELUGE:**
(a) Confusion (b) Deception
(c) Flood (d) Mountain
(e) Weapon

102. **DENIGRATE:**
(a) Refuse (b) Blacken
(c) Terrify (d) Admit
(e) Review

103. **DENOUEMENT:**
(a) Action (b) Scenery
(c) Resort (d) Character
(e) Solution

104. **DEPRAVITY:**
(a) Wickedness
(b) Sadness (c) Heaviness
(d) Tidiness (e) Seriousness

105. **DERANGED:**
(a) Insane (b) Systematic
(c) Neighborly
(d) Alphabetical
(e) Surrounded

106. **DWINDLE:**
(a) Blow (b) Inhabit
(c) Spin (d) Lessen
(e) Combine

107. **ECSTASY:**
(a) Joy (b) Speed
(c) Treasure (d) Warmth
(e) Lack

108. **EDIFY:**
(a) Mystify (b) Suffice
(c) Improve (d) Erect
(e) Entertain

109. **EFFACE:**
(a) Countenance
(b) Encourage (c) Recognize
(d) Blackball (e) Rub out

110. **EFFIGY:**
(a) Requisition (b) Organ
(c) Charge (d) Accordion
(e) Dummy

111. **EGREGIOUS:**
(a) Pious (b) Shocking
(c) Anxious (d) Sociable
(e) Gloomy

112. **EGRESS:**
(a) Entrance (b) Bird
(c) Exit (d) Double
(e) Progress

113. **ELATED:**
(a) Debased (b) Respectful
(c) Drooping (d) Gay
(e) Charitable

114. **ELUSIVE:**
(a) Deadly (b) Eloping
(c) Evasive (d) Simple
(e) Petrified

115. **EMACIATED:**
(a) Garrulous (b) Primeval
(c) Vigorous (d) Disparate
(e) Thin

116. **EMANCIPATE:**
(a) Set free (b) Take back
(c) Make worse
(d) Embolden (e) Run away

117. **EMBELLISH:**
(a) Doff (b) Don
(c) Abscond (d) Adorn
(e) Equalize

118. **EMBROIL:**
(a) Cherish (b) Overheat
(c) Entangle (d) Assure
(e) Worry

119. **EMENDATION:**
(a) Correction (b) Interpretation
(c) Exhumation
(d) Inquiry (e) Fault

120. **EMINENT:**
(a) Purposeful (b) High
(c) Delectable (d) Curious
(e) Urgent

121. **FLORID:**
(a) Rudely (b) Rusty
(c) Ruined (d) Patient
(e) Poetic

122. **FOIL:**
(a) Bury (b) Frustrate
(c) Shield (d) Desire
(e) Gain

123. **FOMENT:**
(a) Spoil (b) Instigate
(c) Interrogate (d) Spray
(e) Maintain

124. **FOOLHARDY:**
(a) Strong (b) Unwise
(c) Brave (d) Futile
(e) Erudite

125. **FOPPISH:**
(a) Scanty (b) Radical
(c) Orthodox (d) Dandyish
(e) Magnificent

126. **FORAY:**

(a) Excursion (b) Contest
(c) Ranger (d) Intuition
(e) Fish

127. FORMIDABLE:
(a) Dangerous (b) Outlandish
(c) Grandiloquent
(d) Impenetrable
(e) Venerable

128. FOSTER:
(a) Accelerate (b) Fondle
(c) Become infected
(d) Raise (e) Roll

129. FRANCHISE:
(a) Subway (b) Discount
(c) License (d) Reason
(e) Fashion

130. FRITTER:
(a) Sour (b) Chafe
(c) Dissipate (d) Cancel
(e) Abuse

131. FRUGALITY:
(a) Foolishness
(b) Extremity (c) Indifference
(d) Enthusiasm (e) Economy

132. FULMINATE:
(a) Fulfill (b) Contemplate
(c) Talk nonsense
(d) Protest loudly
(e) Meander

133. FUROR:
(a) Excitement (b) Worry
(c) Flux (d) Anteroom
(e) Lover

134. FURTIVE:
(a) Underhanded
(b) Coy (c) Brilliant
(d) Quick (e) Abortive

135. GADFLY:
(a) Humorist (b) Nuisance
(c) Scholar (d) Bum
(e) Thief

136. GALLEON:
(a) Liquid measure
(b) Ship (c) Armada
(d) Company
(e) Printer's proof

137. GARISH:
(a) Sordid (b) Flashy
(c) Prominent (d) Lusty
(e) Thoughtful

138. GARNER:
(a) Prevent (b) Assist
(c) Collect (d) Compute
(e) Consult

139. GARNISH:
(a) Paint (b) Garner
(c) Adorn
(d) Abuse (e) Banish

140. GARRULITY:
(a) Credulity (b) Senility
(c) Loquaciousness
(d) Speciousness
(e) Artistry

141. GARRULOUS:
(a) Arid (b) Hasty
(c) Sociable (d) Quaint
(e) Talkative

142. GAUCHE:
(a) Rigid (b) Swift
(c) Awkward (d) Taciturn
(e) Needy

143. GAUDY:
(a) Holy (b) Showy
(c) Sentimental
(d) Mild (e) Whimsical

144. GAUNT:
(a) Victorious (b) Tiny
(c) Stylish (d) Haggard
(e) Nervous

145. GENUFLECT:
(a) Falsify (b) Trick
(c) Project
(d) Bend the knee
(e) Pronounce correctly

146. GERMANE:
(a) Bacteriological
(b) Middle European
(c) Prominent (d) Warlike
(e) Relevant

147. GERMINAL:
(a) Creative (b) Excused
(c) Sterilized (d) Primitive
(e) Strategic

148. GIST:
(a) Chaff (b) Summary
(c) Expostulation
(d) Expiation (e) Chore

149. GLIB:
(a) Slippery (b) Fashionable
(c) Antiquated (d) Articulate
(e) Anticlimactic

150. GNOME:
(a) Fury (b) Giant
(c) Dwarf (d) Native
(e) Alien

Answers

1.	(c)	2.	(a)	3.	(c)	4.	(d)	5.	(b)	6.	(c)
7.	(b)	8.	(c)	9.	(a)	10.	(a)	11.	(a)	12.	(e)
13.	(a)	14.	(d)	15.	(e)	16.	(e)	17.	(b)	18.	(a)
19.	(d)	20.	(a)	21.	(a)	22.	(a)	23.	(b)	24.	(b)
25.	(b)	26.	(b)	27.	(d)	28.	(b)	29.	(c)	30.	(d)
31.	(c)	32.	(d)	33.	(b)	34.	(c)	35.	(c)	36.	(a)
37.	(c)	38.	(c)	39.	(b)	40.	(c)	41.	(d)	42.	(c)
43.	(c)	44.	(b)	45.	(d)	46.	(b)	47.	(b)	48.	(b)
49.	(d)	50.	(b)	51.	(b)	52.	(a)	53.	(d)	54.	(b)
55.	(c)	56.	(d)	57.	(b)	58.	(a)	59.	(a)	60.	(b)
61.	(d)	62.	(e)	63.	(e)	64.	(c)	65.	(c)	66.	(e)
67.	(a)	68.	(d)	69.	(b)	70.	(e)	71.	(a)	72.	(d)
73.	(c)	74.	(b)	75.	(a)	76.	(b)	77.	(b)	78.	(a)
79.	(a)	80.	(a)	81.	(c)	82.	(c)	83.	(e)	84.	(c)
85.	(b)	86.	(b)	87.	(d)	88.	(d)	89.	(a)	90.	(b)
91.	(a)	92.	(e)	93.	(d)	94.	(d)	95.	(a)	96.	(a)
97.	(b)	98.	(c)	99.	(b)	100.	(c)	101.	(c)	102.	(b)
103.	(c)	104.	(a)	105.	(a)	106.	(d)	107.	(a)	108.	(c)
109.	(c)	110.	(e)	111.	(b)	112.	(c)	113.	(d)	114.	(c)
115.	(e)	116.	(a)	117.	(d)	118.	(c)	119.	(a)	120.	(b)
121.	(a)	122.	(b)	123.	(b)	124.	(b)	125.	(d)	125.	(a)
126.	(a)	127.	(d)	128.	(c)	129.	(c)	130.	(e)	131.	(d)
132.	(a)	133.	(a)	134.	(b)	135.	(b)	136.	(b)	137.	(c)
138.	(c)	139.	(c)	140.	(e)	141.	(c)	142.	(b)	143.	(d)
144.	(d)	145.	(e)	146.	(a)	147.	(b)	148.	(d)	149.	(c)
150.	(a)										

Active & Passive Voice

There are two kinds of sentences either with Active Voice or with Passive Voice.

1. He writes a letter.
2. A letter is written by him.

It will be seen that these two sentences express the same meaning but sentence (1) has an actor and a direct action and is called an Active Voice sentence.

It is s called because the person denoted by the subject acts.

Sentence (2) has not an actor and a direct action and is called a Passive voice sentence. It is so called because the person or thing denoted by the subject is not active but passive, that is, suffers or receives some action.

In changing the Active Voice into Passive Voice, certain changes are made.

The changes in the subject, object, tenses of verbs, pronouns, etc. take place according to certain rules.

The passive voice is changed into Active Voice by reversing the rules.

BASIC RULES

1. The voice of the verb shows the kind of relationship that exists between its subject and object.
2. When a verb shows that its subject actually performs the action, it is said to be in the active voice.
   The dog chased the cat.
   The verb chased is in the active voice as the action denoted by it is performed by the subject, the dog.
3. When a verb shows that its subject does not performs the action but receives it, it is said to be in the passive voice.
   The cat was chased by the dog.
   Here the action expressed by the verb is not performed by the subject, the cat. The action is performed by the dog which is the object.
4. Most transitive verbs, i.e. the verbs which take direct objects, can be used in passive voice.
   She disliked the story. (Active)
   The story was disliked by her. (Passive)
5. To change an active sentence into a passive sentence, make the following changes.
   (a) make the subject of the active sentence the object of the passive sentence,
   (b) make the object of the active sentence the subject of the passive sentence,
   (c) place the preposition by before the object of the passive sentence, and
   (d) replace the main verb the past participle form (3rd form) and use is, are, am, was, were, will be, shall be, etc., before it. The following table shows the active and passive verb phrases.

ACTIVE AND PASSIVE VERB PHRASES

Active	Passive
chase, chases	am/is/are chased
am/is/are chasing	am/is/are being chased
has/have chased	has/have been chased
chased	was/were chased
was/were chasing	was/were being chased
had chased	had been chased
will/shall be chasing	will/shall be being chased
will/shall have chased	will/shall have been chased

6. These four changes are illustrated below:

Subject	Active verb	Object
The dog	chased	the cat
Subject	Active verb	Object
The cat	was chased	by the dog

7. A sentence with a transitive verb (verb taking a direct object) plus an object may be turned from the active voice into the passive voice by shifting the subject and the object, and making necessary changes in the verb phrase. It must be remembered, however, that passive voice is generally used when.
   (a) The subject of a sentence is unknown or difficult to specify;
   (b) It is desirable not to specify the subject, or
   (c) We wish to emphasize the object rather than the subject.
8. We should avoid the use of passive voice if it results in a clumsy sentence.

Active & Passive Voice MCQs

Direction: For each active sentence, four choice (a, b, c, d) are given in passive voice. You are directed to find out the correct one.

1. **Has Asif not called you?**
   (a) Have you not been called by Asif?
   (b) Have you not called Asif?
   (c) Have you being not called by Asif?
   (d) Has you not called by Asif?
2. **I shall not face this difficulty?**
   (a) This difficulty shall not be face by I.
   (b) This difficulty will not face by the.
   (c) This difficulty will be not faced by me.
   (d) This difficulty will not be faced by me.
3. **Chief Minister has inaugurated the exhibition.**
   (a) Exhibition was inaugurated by Chief Minister
   (b) Exhibition had been inaugurated by Chief Minister
   (c) Exhibition has been inaugurated by Chief Minister
   (d) Exhibition has been inaugurated Chief Minister
4. **They had not misguided anyone.**
   (a) Any one had not misguided them.
   (b) Any one had not been misguided by them.
   (c) Any one has not been misguided by them.
   (d) Any one had not been misguided by them.
5. **They should avoid any error.**
   (a) Any error should avoid them.
   (b) Any error should be avoid by them.
   (c) Any error ought to be avoid by them.
   (d) Any error should be avoided by them.
6. **He is not asking questions?**
   (a) Questions are not been asked by them.
   (b) Questions is not being asked by him
   (c) Questions are not being asked by him.
   (d) Questions are not being ask by him.
7. **Did the criminals confess their crimes?**

(a) Did the crimes confessed by the criminals?
(b) Were the crimes confessed by the criminals?
(c) Did crimes confessed the criminals?
(d) Were the crimes confessed by the criminals?

8. **She was motivating her friends.**
(a) Her friends was being motivated by her.
(b) Her friends were motivated by her.
(c) Her friends were being motivated by her.
(d) Her friends were motivating by her.

9. **Do not beat this boy.**
(a) Let this boy not be beaten
(b) Let that boy not be beat
(c) Let this boy not be beat
(d) Let this boy not beaten

10. **Shall we have occupied this room?**
(a) Shall this room has occupied by us?
(b) Will this room have been occupied by us?
(c) Will this room has occupied by us?
(d) Will this room have been occupied us?

11. **The Police caught the thief.**
(a) The thief was caught by the police
(b) The thief had been caught by the police
(c) The thief was catch by the police
(d) The thief was being catch by the police

12. **Did Mr. Akbar give a gift to his mother?**
(a) Was a gift gived to his mother by Mr. Akbar?
(b) Had a gift given to his mother by Mr. Akbar?
(c) Was a gift given to his mother by Mr. Akbar?
(d) Was a gift had given to his mother by Mr. Akbar?

13. **We will have finished the task by next week.**
(a) The task will have finished by next week.
(b) The task will have been finished by us by next week.
(c) By next week we will finish the task.
(d) The task is finished by next week by us.

14. **Does he invite all his friends?**
(a) All his friends are invited by him?
(b) Are all his friends invited by him?
(c) Are all his friends being invited by him?
(d) Have all his friends been invited by him?

15. **I make cakes every week.**
(a) Cakes make by me every week.
(b) Cakes will be made by me every week.
(c) Cakes were made by me every week.
(d) Cakes are made by me every week.

16. **She found her watch.**
(a) Her watch is found by her.
(b) Her watch was found by her.
(c) Her watch was being found by her.
(d) Her watch has been found by her.

17. **Will you have planted a tree?**
(a) Will a tree had been planted you?
(b) Will a tree be planted by you?
(c) Will a tree have been planted by you?
(d) Would a tree have been planted by you?

18. **They haven't stamped the letter.**
(a) The letter hasn't stamped them.
(b) The letter hasn't been stamped by them.
(c) The letter isn't tamped by they
(d) The letter hasn't been stamped By they.

19. **The government has called out troops.**
(a) Troops are called out by the government.
(b) Troops had been called out by the government.
(c) Troops have called out by the government.
(d) Troops have been called out by the government.

20. **He met me yesterday.**
(a) I was met by him yesterday.
(b) I had been met by him the other day.
(c) I have been met by him the other day.
(d) I had met by him yesterday.

21. **Some boys were helping the wounded man.**
(a) The wounded man is helped by few boys.
(b) The wounded man was being helped by some boys.
(c) Some boys helped the wounded man.
(d) The wounded man were helped by some boys.

22. **He will finish the work in a fortnight.**
(a) The work will be finished by him in a fortnight.
(b) In a fortnight he will finish the work.
(c) The work will have to be finished in a fortnight by him.
(d) The work must be finished by him in a fortnight.

23. **Why did your brother write such a letter?**
(a) Why is such a letter written by your brother?
(b) Why had your brother written such a letter?
(c) Why was such a letter written by your brother?
(d) Why should such a letter be written by your brother?

24. **I have invited someone to the party.**
(a) Someone has been invited by me to the party.
(b) Someone has been invited by me to party.
(c) Someone was invited by me to party.
(d) Someone have been invited by me to party.

25. **The Romans expected to conquer Egypt.**
(a) It was expected by the Romans that they will conquer Egypt.
(b) It was expected by the Romans to conquer Egypt.
(c) Egypt was expected to be conquered by the Romans
(d) Egypt was to be conquered by Romans.

26. **Some one has picked my pocket.**
(a) My pocket has been picked.
(b) My pocket had been picked some one.
(c) My pocket is being picked.
(d) My pocket had been picked by some one.

27. **Circumstances will oblige me to go.**
(a) I shall be obliged to go.
(b) I shall have to be obliged to go.
(c) I shall have to obliged to go.
(d) I shall be oblige to go.

28. **They showed the visitors the historical monuments of Lahore.**
(a) The visitors will be shown the historical monuments of Lahore.

(b) The visitors were shown the historical monuments of Lahore.
(c) The historical monuments had been shown to the visitors.
(d) The visitors would be shown the historical monuments of Lahore.

29. Students have elected him secretary of the Union.
(a) He is elected secretary of the union.
(b) He is being elected secretary of the union.
(c) He has been elected secretary of the union.
(d) He had been elected secretary of the union.

30. They fought a battle in the plain of Panipat.
(a) A battle was fought in the plain of Panipat.
(b) A battle is fought in the plain of Panipat.
(c) A battle was to be fought in the plain of Panipat.
(d) A battle had fought in plain of Panipat.

31. People say that honesty is the best policy but they seldom act upon it.
(a) It is said that honesty is the best policy but that is seldom acted upon.
(b) Honesty is said to be the best policy by the people but it is seldom acted upon.
(c) Honesty is to be best policy, which is seldom acted upon.
(d) It is said that honesty was best policy, which is seldom acted upon.

32. People say that democracy is a better form of Government.
(a) Democracy is to be said a better form of government by the

(b) Democracy is to become be said a better form of government by the people
(c) Democracy is said to be a better form of government by the people.
(d) Democracy is said to a better form of government by the people.

33. Do not disturb him for anything.
(a) Let him not be disturbed for anything.
(b) He is not to be disturbed for anything.
(c) He should not be disturbed for nothing.
(d) Let he not be disturbed for anything.

34. I killed a snake with a stone in my dream last night.
(a) In my dream last night a snake was being killed by me with a stone
(b) A snake was killed by me with a stone in my dream last night.
(c) A snake is killed by I with a stone in my dream last night.
(d) In my dream last night a snake was killed by me with a stone.

35. How many letters have you written since the beginning of the month?
(a) How many letters have been written by you since the beginning of the month?
(b) How many letters were written by you since the beginning of the month?
(c) How many letters are written by you since the beginning of the month?
(d) How many letters are being written by you since beginning of the month?

36. The teacher had given the boys a quiz before I entered the class.

(a) The boys had been given a quiz by the teacher before I entered the class.
(b) A quiz was given by the teacher to the boys before I entered the class.
(c) The boys have been given a quiz by the teacher before I entered the class.
(d) The boys are been given a quiz by the teacher before entered the class.

37. They will have finished their work by ten.
(a) By ten their work will have finished by them.
(b) Their work will have been finished by them by ten.
(c) Their work have to be finished by them by ten.
(d) Their work will have to be finished by them by ten.

38. Heavy rainfall damaged the crops.
(a) The crops are damaged by heavy rainfall.
(b) Crop were damaged by heavy rainfall.
(c) The crops were damage by heavy rainfall.
(d) Crop is damaged by heavy rain fall.

39. I shall write a letter.
(a) A letter will be written by me.
(b) A letter will have been written by me.
(c) A letter is being written by me.
(d) A letter is to be written by me.

40. She recites the Holy Qur'an daily.
(a) The Holy Qur'an will be recited by her daily.
(b) The Holy Qur'an should be recited by her daily.
(c) The Holy Qur'an is recited by her daily.
(d) The Holy Qur'an is recite by her daily.

41. Who writes a letter to you every month?
(a) By whom is a letter written to you every month?
(b) By whom a letter has to be written to you every month?
(c) By whom you used to get written letter every month?
(d) By whom a letter has been written to you every month?

42. Why do the children make a noise?
(a) Why is a noise made by the children?
(b) Why was a noise made by the children?
(c) Why has a noise been made by the children?
(d) Why the children used to make the noise?

43. Who rings the bell?
(a) By whom has the bell been rung?
(b) By whom is the bell rung?
(c) By whom did the bell ring?
(d) By whom is bell rang?

44. How did he obtain good marks in English?
(a) How were good marks obtained by him in English?
(b) How have good marks been obtained by him in English?
(c) How could good marks be obtained by him in English?
(d) How are good marks obtained by him in English?

45. Why did you discourage them?
(a) Why are they being discouraged by you?
(b) Why were you discouraged them?
(c) Why were they discouraged by you?
(d) Why have they been discouraged by you?

46. The police will soon arrest the murderer.

(a) The murder will be arrested soon by the police.
(b) The murder will have to be arrested by the police soon.
(c) The murderer must soon be arrested by the police.
(d) The murderer is to be arrested soon by the police.

47. Boys will have played cricket before the sunsets.
(a) Cricket must be played by the boys before the sunsets.
(b) Cricket can be played by the boys before the sunsets.
(c) Cricket will have been played by boys before the sunsets.
(d) Cricket will have to be played by the boys before sunsets.

48. He won't have bought books before I meet him.
(a) Books won't have been bought by him before I meet him
(b) Books shall not be bought by him before I meet him.
(c) Books won't be bought by him before I meet him.
(d) Books should not have been bought by him before I meet him.

49. Men all over the world love money.
(a) Money could be loved by men all over the world.
(b) Money's loved all over the world.
(c) Money's been loved all over the world.
(d) Money should be loved by men all over the world.

50. Ali had given him a present.
(a) He had been gotten a present from Ali.
(b) He had been given present by Ali.
(c) Present has been given by Ali to him.
(d) He had gotten a present from Ali.

51. We are playing cricket.
(a) Cricket is what we are playing.
(b) Cricket is being played by us.
(c) Cricket is always played by us.
(d) Cricket has been played by us.

52. We played hockey in the afternoon.
(a) Hockey is what we play in the afternoon.
(b) Hockey was played by us in the afternoon.
(c) Hockey generally played by us in the afternoon.
(d) Hockey is to be played by us in the afternoon.

53. Hassan will write the letter.
(a) The letter will be written by Hassan.
(b) The letter is being written by Hassan.
(c) The letter would be written by Hassan.
(d) The letter will have to be written by Hassan.

54. The doctor was examining him.
(a) He was being examined by the doctor.
(b) He had been examined by the doctor.
(c) He has been examined by the doctor.
(d) He was already been examined by the doctor.

55. He has seen this picture.
(a) This picture has being seen by him.
(b) This picture is being seen by him.
(c) This picture has been seen by him.
(d) This picture had been seen by him.

56. We shall inform you tomorrow.
(a) You shall be informed by us tomorrow.

(b) Tomorrow you shall be informed by us.
(c) You should be informed by us tomorrow.
(d) You shall be informed us by tomorrow.

57. The mason is building the wall.
(a) The wall is built by the mason.
(b) The wall is going to be built by mason.
(c) The wall is being built by the mason.
(d) The wall is been built by mason.

58. People speak English all over the world.
(a) All over the world English is spoken.
(b) English is spoking all over the world by the people.
(c) English is spoken all over the world by the people.
(d) English is used to be spoken all over the world by the people.

59. All his friends laughed at him.
(a) He is laughed at by all his friends.
(b) He is being laughed at by all his friends.
(c) He was laughed at by all his friends.
(d) He was laughed at all his friends?

60. Will the people accept your explanation?
(a) Will your explanation being accepted by the people?
(b) Will be your explanation accept by the people?
(c) Will your explanation be accepted by the people?
(d) Will your explanation accepted by the people?

61. I shall give you a book.
(a) A book will be given to you by me.
(b) a book will have been given to you by me.
(c) A book will been given to you by me.
(d) A book shall been given to you by me.

62. Our teacher taught us a new lesson.
(a) A new lesson is taught to us by our teacher.
(b) A new lesson was taught to us by our teacher.
(c) A new lesson has been taught to us by our teacher.
(d) A new lesson taught to us by our teacher.

63. I write a letter to my father.
(a) A letter is written to my father by me.
(b) A letter was written to my father by me.
(c) A letter written to my father by me.
(d) A letter has been written to my father by me.

64. This boy is flying a kite.
(a) A kite was being flown by this boy.
(b) A kite is being flown by this boy.
(c) A kite will be flown by this boy.
(d) A kite has being flown by this boy.

65. We eat fruit.
(a) Fruit is eaten by us.
(b) Fruit was eaten by us.
(c) Fruit has been eaten by us.
(d) Fruit is being eaten by us.

66. He is singing a song.
(a) A song is sung by him.
(b) A song being sung by him
(c) A song was being sung by him.
(d) A song is being sung by him.

67. He has posted the letter.
(a) A letter has been posted by him.
(b) The letter has being posted by him.

(c) The letter was posted by him.
(d) The letter had been posted by him.

68. **He will lend me this book.**
(a) This book would be lent to me by him.
(b) This book will be lent to me by him.
(c) This book will been lent to me by him.
(d) This book shall be lent to me by him.

69. **Has he won the first prize?**
(a) Has the first prize been won by him?
(b) Had the first prize been won by him?
(c) Has the first prize won by him?
(d) Has the first prize been win by him?

70. **I saw him at the station.**
(a) He had seen by me at the station.
(b) He has seen by me at the station.
(c) He was seen by me at the station.
(d) He is seen by me at the station.

71. **I do not see him.**
(a) He was not seen by me.
(b) He is not seen by me.
(c) He does not been seen by me.
(d) He has not been seen by me.

72. **I did not learn my lesson.**
(a) My lesson had not been learnt by me.
(b) My lesson has not been learnt by me.
(c) My lesson is not learnt by me.
(d) My lesson was not learnt by me.

73. **He had eaten the fruit.**
(a) The fruit had been eaten by him.
(b) The fruit was eaten by him.
(c) The fruit has been eaten by him.
(d) The fruit had being eaten by him.

74. **She cooks the food.**
(a) The food is cooked by her.
(b) The food was cooked by her.
(c) The food has been cooked by her.
(d) The food had been cooked by her.

75. **They will meet me.**
(a) I will have been met by them.
(b) I shall have been met by them.
(c) I shall have met by them.
(d) I shall be met by them.

76. **I hate cricket.**
(a) Cricket was hated by me.
(b) Cricket is being hated by me.
(c) Cricket is hated by me.
(d) Cricket was being hated by me.

77. **She is cooking food.**
(a) Food is being cooked by her.
(b) Food was being cooked by her.
(c) food has been cooked by her.
(d) Food had being cooked by her.

78. **He has written a story.**
(a) A story had been written by him.
(b) A story has been written by him.
(c) A story is written by him.
(d) A story was written by him.

79. **Has he taken the examination?**
(a) Has the examination been taken by him?
(b) Had the examination been taken by him?
(c) Was the examination been taken by him?
(d) Has the examination being taken by him?

80. **Does he not see us?**
(a) Were we not seen by him?
(b) Have we not been seen by him?
(c) Had we not been seen by him?
(d) Are we not seen by him?

81. **I draw a map of Pakistan.**
(a) A map of Pakistan was drawn by me.

(b) A map of Pakistan is drawn by me.
(c) A map of Pakistan is been drawn by me.
(d) A map of Pakistan had been drawn by me.

82. **Did he eat cake?**
(a) Is cake eaten by him?
(b) Was cake eaten by him?
(c) Has cake been eaten by him?
(d) Had cake been eaten by him?

83. **She will build this house.**
(a) This house will be built by her.
(b) This house would be built by her.
(c) This house will have been built by her.
(d) This house would have been built by her.

84. **He is throwing the ball.**
(a) The ball is being thrown by him.
(b) The ball was being thrown by him.
(c) The ball has been being thrown by him.
(d) The ball is thrown by him.

85. **I am not doing sums.**
(a) Sums were not being done by me.
(b) Sums are not being done by me.
(c) Sums have not been done by me.
(d) Sums had not been done by me.

86. **Aslam has posted the letter.**
(a) The letter is posted by Aslam.
(b) The letter was posted by Aslam.
(c) The letter has been posted by Aslam.
(d) The letter had been posted by Aslam.

87. **He loaded his gun.**
(a) His gun was load by him.
(b) His gun has been loaded by him.
(c) His gun was loaded by him.
(d) His gun was being loaded by him.

88. **I cut an apple.**
(a) An apple is cutted by me.
(b) An apple is cut by me.
(c) An apple will be cut by me.
(d) An apple has been cutted by me.

89. **Mother cooks food for us.**
(a) Food is cooked by mother for us.
(b) Food is being cooked by mother for us.
(c) Food has been cooked by mother for us.
(d) Food had been cooked by mother for us.

90. **The driver will drive the car.**
(a) The car will have been driven by the driver
(b) The car will be driven by the driver.
(c) The car was driven by the driver.
(d) The car will being driven by the driver.

91. **Some thieves may steal these things.**
(a) These things have been stolen by some thieves.
(b) These things must be stolen by some thieves.
(c) These things might be stolen by some thieves.
(d) These things may be stolen by some thieves.

92. **I begin my work daily at 9 o'clock.**
(a) My work is being begun by me daily at 9 o'clock.
(b) My work is begun by me daily at 9 o'clock.
(c) My work has been begun by me daily at 9 o'clock.
(d) My work had been begun by me daily at 9 o'clock.

93. **You caught the cat by the tail.**
(a) The cat was caught by the tail by you.

(b) The cat caught by the tail by you.
(c) The cat has been caught by the tail by you.
(d) The cat will have been caught by the tail by you.

94. Birds are making the nests.
(a) The nests are being made by birds.
(b) The nests were being mad by birds.
(c) The nests are to be made by birds.
(d) The nests have been made by birds.

95. The baby has lost her doll.
(a) Her doll had been lost by the baby.
(b) Her doll has been lost by the baby.
(c) Her doll will have been lost by the baby.
(d) Her doll was been lost by the baby.

96. We have won the match.
(a) The match had been won by us.
(b) The match is won by us.
(c) The match has been won by us.
(d) The match was won by us.

97. The boy is writing letters.
(a) Letters were written by the boy.
(b) Letters will be written by the boy.
(c) Letters are being written by the boy.
(d) Letters were being written by the boy.

98. He likes mangoes.
(a) Mangoes are liked by him.
(b) Mangoes were liked by him.
(c) Mangoes will be liked by him.
(d) Mangoes are being liked by him.

99. He rings the bell.

(a) The bell was rung by him.
(b) The bell is rung by him.
(c) The bell has been rung by him.
(d) The bell had been rung by him.

100. I have not beaten the dog.
(a) The dog has not been beaten by me.
(b) The dog will not have been beaten by me.
(c) The dog is not beaten by me.
(d) The dog was not beaten by me.

Answers

1. (a)	2. (d)	3. (c)	4 (c)	5. (d)
6. (c)	7. (b)	8. (c)	9. (a)	10. (b)
11. (a)	12. (c)	13. (b)	14. (b)	15. (d)
16. (b)	17. (c)	18. (b)	19. (d)	20. (a)
21. (b)	22. (a)	23. (c)	24. (a)	25. (b)
26. (a)	27. (a)	28. (b)	29. (c)	30. (a)
31. (b)	32. (c)	33. (a)	34. (b)	35. (a)
36. (a)	37. (b)	38. (b)	39. (a)	40. (c)
41. (a)	42. (a)	43. (b)	44. (a)	45. (c)
46. (a)	47. (c)	48. (a)	49. (b)	50. (b)
51. (b)	52. (b)	53. (a)	54. (a)	55. (c)
56. (a)	57. (c)	58. (b)	59. (c)	60. (c)
61. (a)	62. (b)	63. (a)	64. (b)	65. (a)
66. (d)	67. (a)	68. (b)	69. (a)	70. (c)
71. (b)	72. (d)	73. (a)	74. (a)	75. (d)
76. (c)	77. (a)	78. (b)	79. (a)	80. (d)
81. (b)	82. (b)	83. (a)	84. (a)	85. (b)
86. (c)	87. (a)	88. (b)	89. (a)	90. (b)
91. (d)	92. (b)	93. (a)	94. (a)	95. (b)
96. (c)	97. (c)	98. (a)	99. (b)	100. (a)

Direct and Indirect Speech

The words spoken by the speaker are called Direct Speech but when these are reported by the third person, who is neither the speaker nor the listener, is called Indirect Speech.

The reporter will obviously use third person pronoun and in many cases past tense. In nut-shell while changing direct into indirect speech generally (not always) we change

(i) Pronouns
(ii) Verb
(iii) Words referring to nearness in terms of time.

General Rules (*See Special rules also*).

(i) Change of Pronouns: The pronouns of first person are changed according to the subject of the reporting speech.

For example:

He said to me. "I will meet you."

In the above quoted speech. He said to me is the reporting speech and its subject is He. So I which is in inverted commas will be changed into he in indirect speech.

The pronouns of the second person are changed according to the pronoun used as an object in the reporting speech. In the above quoted example me is the object in the reporting speech. So you in the reported speech will be changed into me in indirect narration.

The pronouns of third person in the reported speech remain unchanged.

(ii) Change of Verb: The words, outside the inverted commas, telling us about the speaker and his/her action are called reporting speech.

If the verb in the reporting speech is in Present or Future tense the verb of the reported speech is not changed while changing/indirect narration.

If the reporting verb is in the past tense the verb of the reported speech is changed into past tense or past perfect tense.

Exception: In case the reported speech is universal truth like.

"The earth revolves round the sun" or "Man cannot live by bread alone" the verb does not undergo any change. For example:

He says, "I am not to be blamed."
He will say, "You are a fool".
He said, "I will teach your child".

In the case of the first sentence am. will not be changed rather it will remain present tense even in indirect narration. In the case of the second sentence are will not be changed into past tense. While changing the third sentence into indirect narration we will change will into would.

Exception: In imperative sentences to is used with verb.

Change of words showing nearness to the present.

There are some words like now, here, today etc. which show nearness to the present. When we change any sentence into indirect narration we change these words into words which show distance from the present. So.

Now is changed into then.
Here is changed into there.
Ago is changed into before.
Thus is changed into so.
Today is changed into that day.
Tomorrow is changed into the next day.
Yesterday is changed into the previous day.
Last night is changed into the night before.
This is changed into that.
These is changed into those.

Change of reporting verb:

Generally the reporting verbs is said. It is changed as detailed below.

1. Said in an assertive sentence is changed into told.
2. Said in an interrogative sentence is changed into asked or enquired.
3. Said in an imperative (commands) sentence is changed into ordered.
4. Said in an imperative (requests) sentence is changed into requested.
5. Said is an exclamatory sentence is changed into exclaimed with.

Removal of Inverted Commas: When a direct speech is changed into indirect, inverted commas must be removed. For removing these following changes are made.

In assertive sentence commas are removed by putting that between the reporting speech and the reported speech.

In exclamatory sentences that is generally placed between reporting and reported speech.

In the case of interrogative sentences whether or if connect the reporting and the reported speech if the interrogative sentences begin with a helping verb like is, was, has, will etc. In the case the interrogative sentences begin with why, when, how, what, where, there is no need of any connecting word.

In imperative sentence no connecting word is used.

Conversion of Different Types of Sentences

1. Assertive Sentences:

Example: He said, "I will punish you today".

Applying the mentioned rules we may say that I and you in the reported speech will be changed according to the subject and object of the reporting speech i.e. he and him (2). The verb will of the reported speech will be changed into past tense because the reporting verb is past tense so it should be would. (3) word today showing nearness to the present will be changed into that day. So the changes will be.

I will be changed into he.
You will be changed into him.
Will will be changed into would.
Today will be changed into that day.
Said will be changed into told

The indirect narration will be made.

He told him that he would punish him that day.

Interrogative Sentences

He said to me, "Why are you angry with me"?

He said to me, "Are you angry with me"?

By applying the general rules following changes will be.

You will be changed into I
Me will be changed into him.
Are will be changed into was.
Said will be changed into asked.
For removing commas if or whether will be put.

Another important change in the case of interrogative sentences is that the sentence is changed into assertive i.e. verb is put after the subject and not before it.

So the indirect narration will be.

Ist Sentence: He asked me why I was angry with him.

IInd Sentence: He asked me if I was angry with him.

Imperative Sentences

Study of following examples:

1. Direct : He said, "Go there".
   Indirect : He ordered him to go there.
2. Direct : He said, "Please finish this work".
   Indirect : He requested him to finish that work.

Special Rules: From the above given examples we can gather.

(a) To is used with verb and is not changed into past tense.

(b) The words like please are deleted in indirect narration because reporting verb like request covers its meaning.

(c) No word is used for deleting inverted commas.

Exclamatory Sentences

Examples:

1. Direct : He said, "Oh! We are caught".
   Indirect : He exclaimed with sorrow that they were caught.
2. Direct : He said, "what a fine painting!"
   Indirect : He exclaimed with surprise that the painting was fine.
3. Direct : He said "Aha! We have won!"
   Indirect : He exclaimed with joy that they had won.

Special rules for exclamatory sentences:

(i) The word denoting exclamation is deleted and its sense is covered by replacing said of the reporting speech into exclaimed with joy or sorrow etc. as the case may be.

(ii) The sentence is changed into an assertive sentence.

Special Instructions for Multiple Choice Questions

Always check up:

(a) Whether pronouns are changed correctly.
(b) Whether verb is changed correctly.
(c) Whether proper word for removing commas is used.
(d) Whether special rules with regard to the different types of sentences are followed or not.

Exercise

Directions: From each group of sentences pick up the sentence which is changed into indirect narration correctly.

1. (a) He told me which the shorter way was.
   (b) He asked me which the shortest way was.
   (c) He asked me which the shortest way was.
   (c) He asked which was the shortest way.
2. (a) He exclaimed with surprise that he had been foolish.
   (b) He exclaimed how foolish he had been.
   (c) He exclaimed with sorrow that he had been extremely foolish.
   (d) He exclaimed with joy that he has been foolish.
3. (a) He told his master pardon me.
   (b) He asked his master pardon me.
   (c) He exclaimed his master to pardon him.
   (d) He begged his master to pardon him.
4. (a) The teacher said I would not come the next day.
   (b) The teacher asked I will not come the next day.
   (c) The teacher told that he would not come the next day.
   (d) The teacher exclaimed that he would not come tomorrow.
5. (a) He admitted that he had not worked hard.
   (b) He said if he had not worked hard.
   (c) He told whether he had not worked hard.
   (d) He exclaimed he had not worked hard.
6. (a) He advised to do this in a perfect manner.
   (b) He told to do in a perfect manner that.
   (c) He said I would do it in a perfect manner.
   (d) He promised to do that in a perfect manner.

7. (a) I replied my fault in proved to pay fine.
(b) I said my fault was proved to pay fine.
(c) I exclaimed if my fault was proved to pay fine.
(d) I replied if my fault was proved, I would pay the fine.

8. (a) The scientist told that he earth is round.
(b) The scientist said earth was round.
(c) The scientist asked that the earth as round.
(d) The scientist told that the earth will be round.

9. (a) He told good bye to all the friends.
(b) He exclaimed good bye to all the friends.
(c) He bade good bye to all the friends.
(d) He asked good bye to all the friends.

10. (a) The man replied what did he mean.
(b) The man exclaimed what did he meant.
(c) The man told what do you mean.
(d) The man asked what he meant.

11. (a) The man exclaimed with sorrow that he was ruined.
(b) The man told with sadness that he was ruined.
(c) The man said with sadness that he was ruined.
(d) The man said oh, he was ruined.

12. (a) She told that honesty was the best policy.
(b) She said that honesty was the best policy.
(c) She exclaimed that honesty is the best policy.
(d) She told that honesty is the best policy.

13. (a) Ali exclaimed that why he was idling away time.
(b) Ali told to his friend that way he was idling away time.
(c) Ali asked his friend why he was idling away time.
(d) Ali said to his friend that why he was idling away time.

14. (a) He asked the astrologer how he liked the stars.
(b) He said to the astrologer how did he like the stars.
(c) He asked the astrologer how did he like the stars.
(d) He asked the astrologer that how he liked the stars.

15. (a) The professor told I could solve the sum.
(b) The professor told if I can solve the sum.
(c) The professor asked if he could solve the sum.
(d) The professor said can be solve the sum.

16. (a) Ali said thank you principal you had done me a favour.
(b) Ali thanked the principle to say you have done me a favour.
(c) Ali thanked the principal respectfully and said that he had done him a great favour.
(d) Ali thanked and said principal you have done me a favour.

17. (a) The boys asked the teacher to allow them to go home.
(b) The boys asked if the teacher can allow them to go home.
(c) The boys ordered the teacher to allow them to go home.
(d) The boys told the teacher to allow them to go home.

18. (a) The dacoit assured the man that he would rescue him.
(b) The dacoit told that he will rescue him.
(c) The dacoit exclaimed the man that he will rescue him.
(d) The dacoit said the man that he will rescue him.

19. (a) Ali told to find that mother has arrived.
(b) Ali was surprised to find that mother had arrived.
(c) Ali exclaimed mother that his mother arrived.
(d) Ali told mother that his mother arrived.

20. (a) They swore by God that they had not seen the thief.
(b) They said by God that they had not seen the thief.
(c) They told by God that they had not sent he thief.
(d) They exclaimed by God that they had not seen the thief.

21. (a) He exclaimed if he had come.
(b) He said if I have come.
(c) He asked if he had come.
(d) He asked if he has come.

22. (a) Hello, how are you.
(b) He said hello and asked how are you.
(c) He wished and asked how are you.
(d) He addressed him to ask how he was.

23. (a) He said go away.
(b) He asked him to go away.
(c) He ordered him to go away.
(d) He asked please go away.

24. (a) He exclaimed how can I could judge it.
(b) He asked how he could judge it.
(c) He asked how could I judge it.
(d) He said if how could I judge it.

25. (a) The officer said 'bravo' march forward.
(b) The officer encouraged them and asked them to march forward.
(c) The officer praised bravery to march forward.
(d) The officer marched forward saying bravo.

Directions: In the following sentences the first sentence is in the direct narration and in the answer choices it is changed into indirect narration. In which answer choice it is changed into indirect narration correctly.

26. "O. God do not put me to test," said I
(a) I asked God do not put me to test.
(b) I requested God do not put me to test.
(c) I appealed to God not to put me to test.
(d) I exclaimed O, God not to put one to test.

27. Ashraf said, "What a great fall!"
(a) Ashraf exclaimed with sorrow what a great fall.
(b) Ashraf exclaimed with surprise that it was a great fall.
(c) Ashraf exclaimed with a sense of disappointment that it was a great fall.
(d) What a fall the Ashraf exclaimed.

28. The sage said, "Child is the father of man."
(a) The sage told that child is the father of man.
(b) The sage asked if child is the father of man.
(c) The sage told whether child is the father of man.
(d) The sage told whether child is the father of man.

29. Commenting on his behaviour he said, "Is it not a matter of shame for you".
(a) Commenting on his behaviour he asked if it was not a matter of shame for him.
(b) He told it was a matter of shame for him.
(c) He exclaimed it was a matter of shame for you.
(d) He commented on his behaviour and said it was a matter of shame.

30. He said, "Why do the friends deceive?"
(a) He said why the friends deceived.
(b) He told as to why the friends deceived.

(c) He asked why the friends deceived.
(d) He exclaimed why the friends deceived.

31. I said, "How undependable are you?"
(a) I asked that how undependable are you.
(b) I exclaimed how undependable you are.
(c) I asked how undependable she was.
(d) I exclaimed with surprise that she was most undependable.

32. I said, "Please be affectionate to me"?
(a) I exclaimed to please be affectionate.
(b) I requested her to be affectionate to me.
(c) I asked if she is affectionate to me.
(d) I said whether she is affectionate to me.

33. I said, "Are you married, madam"?
(a) I addressed her as madam and asked if she was married.
(b) I asked if she was married.
(c) I said whether she was married.
(d) I told if she was married.

34. He said, "How amazing is the spirit of man!"
(a) He exclaimed the spirit of man was amazing.
(b) He exclaimed with amazement that the spirit of man was amazing.
(c) He asked if the spirit of man was amazing.
(d) He told that the spirit of man was amazing.

35. He said, "Let me go, my dear".
(a) He told if he could go.
(b) He told let him go.
(c) He said my dear and asked to go.
(d) Using affectionate epithets he asked him to let him go.

36. Delivering the farewell speech the principal said, "May God bless you with success".
(a) Delivering the farewell speech the principal blessed them with success.
(b) Delivering the farewell speech the principal prayed to God to bless them with success.
(c) Delivering the farewell speech the principal asked God bless them.
(d) Delivering the farewell speech the principal with success blessed.

37. He said, "Romans and countrymen, I have come to bury Caesar not to praise him."
(a) He told Romans and countrymen that he came to bury Caesar and praise him.
(b) He addressed Romans and countrymen and told that he had come to bury Caesar and not to praise him.
(c) He said Romans and countrymen that he had buried Caesar and not praised him.
(d) He asked Romans and countrymen that praised and buried Caesar.

38. He said, "Frailty thy name is woman."
(a) He asked if frailty was the name of woman.
(b) He told that another name of woman is frailty.
(c) He exclaimed the name of woman was frailty.
(d) He said frailty is woman.

39. She said, "Dear brother do not tease me."
(a) She observed brother should not tease her.
(b) She affectionately called her brother and asked him not to tease her.
(c) She called brother not to tease her.
(d) She exclaimed dear brother not to tease her.

40. The doctor said, "Pray to God for his recovery".

(a) The doctor asked them to pray to God for his recovery.
(b) The doctor told God to be prayed for recovery.
(c) The doctor said God might recover him.
(d) The doctor asked him to recover.

41. He shouted, "Throw away the gun and surrender".
(a) He said gun should he thrown and you should surrender.
(b) He shouted and asked him to throw the gun and to surrender.
(c) He shouted the gun to throw and surrender.
(d) He shouted let the gun be thrown and surrendered.

42. The peon said, "May I help you sir".
(a) The peon exclaimed if he could help him.
(b) The peon respectfully asked if he could help him.
(c) The peon told he would help him.
(d) The peon said he could help him.

43. The driver said, "How steep is the ascent, my lord".
(a) Addressing them as lords the driver exclaimed with surprise that the ascent was very steep.
(b) The driver exclaimed that the ascent was steep.
(c) The driver said that steep was ascent.
(d) The driver asked if the ascent was steep.

44. The lover said, "O, dear we are two bodies but one soul."
(a) The lover exclaimed we were two bodies but one soul.
(b) The lover using loving epithets told that they were two bodies but one soul.
(c) The lover asked if they were two bodies with one soul.
(d) None is correct.

45. The saint said, "Life is a joke cut in a bad taste".
(a) The saint asked if life was a joke cut in a bad taste.
(b) The saint called life a joke cut in a bade taste.
(c) The saint told that life was a joke cut in a bad taste.
(d) None is correct.

46. The father said, "Child, do not take these reverses so seriously."
(a) The father called him child and asked not to take those reverses so seriously.
(b) The father exclaimed child not to take those reverses so seriously.
(c) The father told to take reverses not so seriously.
(d) The father apologized to take reverses not so seriously.

47. The servant said, "Sir, I have been to the market yesterday evening".
(a) The servant respectfully told his master that he had been to the market yesterday evening.
(b) The servant asked his master that he has been to the market yesterday evening.
(c) The servant respectfully told his master that he had been to the market in the evening of a day earlier.
(e) The servant told with surprise that he had been to the market a day earlier.

48. The fox said, "O, dear crow how fine do you sing".
(a) The fox told that the crow sang fine.
(b) The fox exclaimed with amazement that the crow sang fine.
(c) The fox asked the crow if it sang fine.
(d) The fox called the crow dear and exclaimed with amazement that it sang very fine.

49. I said to her though she did not believe "Your hazel eyes are very attractive, my dear".
   (a) I exclaimed with surprise that her eyes were attractive.
   (b) I told her that her eyes were attractive.
   (c) I told her though she did not believe that her hazel eyes are very attractive.
   (d) I called her dear and told, though she did not believe that her hazel eyes were very attractive.
50. He said, "You will be pardoned if you confess your fault."
   (a) He told to pardon if he confessed fault.
   (b) He told him that he would be pardoned if he confessed him fault.
   (c) He asked to pardon him if he confessed his fault.
   (d) He exclaimed that he would pardon him if he confessed his fault.
51. I said, "I shall leave this place tomorrow".
   (a) I told to leave the place tomorrow.
   (b) I told that I would leave the place the next day.
   (c) I exclaimed to leave the place the next day.
   (d) I asked that I should leave the place the next day.
52. The man said, "what do you mean"?
   (a) I told to leave the place tomorrow.
   (b) I told that I would leave the place the next day.
   (c) I exclaimed to leave the place the next day.
   (d) I asked that I should leave the place the next day.
53. He cried to them, "Row back at any risk".
   (a) He cried please row back at risk.
   (b) He cried to them to row back at any risk.
   (b) He cried to them would you row back at any risk.
   (c) He cried to them rowing back at all risks.
54. Daniel said, "Thou art the man".
   (a) Daniel told him that he was the man.
   (b) Daniel asked him if he was the man.
   (c) Daniel ordered to be the man.
   (d) Daniel told to be a man.
55. The king said, "I am sorry my child."
   (a) The king told the child to be sorry.
   (b) The king told that he was sorry.
   (c) The king requested him to be a child.
   (d) The king calling him a child apologized.

Answers

1.	(c)	2.	(a)	3.	(d)	4	(c)
5.	(a)	6.	(d)	7.	(d)	8.	(a)
9.	(c)	10.	(d)	11.	(a)	12.	(d)
13.	(c)	14.	(a)	15.	(c)	16.	(c)
17.	(a)	18.	(a)	19.	(b)	20.	(a)
21.	(c)	22.	(d)	23.	(c)	24.	(b)
25.	(b)	26.	(c)	27.	(c)	28.	(a)
29.	(a)	30.	(c)	31.	(c)	32.	(b)
33.	(a)	34.	(b)	35.	(d)	36.	(b)
37.	(b)	38.	(b)	39.	(b)	40.	(a)
41.	(b)	42.	(b)	43	(a)	44.	(b)
45.	(c)	46.	(c)	47.	(c)	48.	(d)
49.	(d)	50.	(b)	51.	(b)	52.	(c)
53.	(b)	54.	(a)	55.	(d)		

(==========)

Correcting Errors

Direction: There is a blank space in each of the following sentences. Pick up from the answer-choice one which may complete the sentence correctly.

1. I _____ on this line before I realized my mistake.
   (a) Worked (b) Am working
   (c) Had been working
   (d) Was worked
2. He picked up the coin which _____ on the ground.
   (a) Laid (b) Lie
   (c) Lay (d) Laid up
3. They _____ him of his valuables.
   (a) Robbed
   (b) Would robbed
   (c) Thieved (d) Has deprived
4. Do not _____ my hand so tightly.
   (a) Seize (b) Pat
   (c) Grab (d) Hold
5. They _____ the crime during the day.
   (a) Performed (b) Prosecuted
   (c) Discharged (d) Committed
6. The employer waited until the workers _____.
   (a) Had dispersed
   (b) Had scattered
   (c) Dispersed (d) Scattered
7. Though I _____ him yet I recognized him.
   (a) Never saw (b) Not seen
   (c) Had never seen
   (d) Have ever seen
8. He spoke so softly that no body could _____ what he said:
   (a) Hear (b) Listen
   (c) Hear to (d) Listen to
9. I _____ your work. Please remind me.
   (a) Forget (b) Forgot
   (c) Had forgotten
   (d) Have forgotten
10. I think I _____ this news yesterday.
   (a) Read (b) Had read
   (c) Have read (d) Would read
11. I first _____ this person in 1995.
   (a) Had met (b) Have met
   (c) Met (d) Was met
12. I saw you _____ you were buying shoes.
   (a) When (b) While
   (c) Until (d) Till
13. Now a days transport _____ cheaper.
   (a) Had become
   (b) Became
   (c) Is becoming
   (d) Has become
14. This bungalow _____ four bed rooms.
   (a) Consists (b) Comprise of
   (c) Comprises (d) Is made
15. He has not taken any decision he is still _____.
   (a) Over thinking it
   (b) Thinking it over
   (c) Thinking over it
   (d) Thinking out
16. Now a days she _____ her drawing board to the school daily.
   (a) Will take (b) Would take
   (c) Takes (d) Took
17. I _____ that we should accept the offer.
   (a) Would think
   (b) Should think
   (c) Think (d) Will think
18. No sooner did I reach there _____.
   (a) When they left
   (b) Than they left
   (c) Then they left
   (d) So they left
19. Neither he nor his brothers _____.
   (a) Has come (b) Have come
   (c) Is come (d) Is came

20. His nature is such _____.
   (a) That I cannot adjust
   (b) Which I cannot adjust
   (c) As I cannot adjust
   (d) So I cannot adjust

21. She must be ashamed _____ her actions:
   (a) In (b) Of
   (c) By (d) At

22. It is difficult to say whether _____.
   (a) They will agree
   (b) They would agree
   (c) They would agree or not
   (d) They should agree

23. He told me that _____.
   (a) The earth revolves
   (b) Earth revolves
   (c) The earth revolved
   (d) Earth revolved

24. He admitted that he _____.
   (a) Is at fault (b) Was at fault
   (c) Would be at fault
   (d) Should be at fault

25. Do not go out lest _____.
   (a) He may object
   (b) He should object
   (c) He would object
   (d) He objects

26. He behaves as if _____.
   (a) He was may boss
   (b) He were my boss
   (c) He is my boss
   (d) He will be my boss

27. I can assure that he is better _____.
   (a) To any other student
   (b) To any student
   (c) Than any student
   (d) Than any other student

28. This book is _____ that.
   (a) More preferable than
   (b) More preferable to
   (c) Preferable than
   (d) Preferable to

29. I have received no invitation _____.
   (a) Either from A nor from B
   (b) Neither from A or from B
   (c) Either from A nor from B
   (d) Either from A or from B

30. He will not come _____.
   (a) I do not think
   (b) I think not
   (c) I think (d) I may think

31. The majority of the _____ arrested.
   (a) Culprit was (b) Culprits was
   (c) Culprit were
   (d) Culprits were

32. I forbade him _____.
   (a) Going (b) To go
   (c) Not going (d) Not to go

33. The rest of the members _____.
   (a) Has not turned
   (b) Have not turned
   (c) Has not turned up
   (d) Have not turned up.

34. Hurry up lest you _____.
   (a) May miss the train
   (b) May not miss the train
   (c) Should miss the train
   (d) Should not miss the train

35. A dozen charges _____.
   (a) Was levelled
   (b) Were levelled
   (c) Was made (d) Was branded

36. Ultimately he had to resign _____.
   (a) To fate (b) On fate
   (c) Himself to fate
   (d) Himself on fate

37. He avenged _____ his enemy.
   (a) On (b) Upon himself
   (c) Himself on (d) Himself

38. I regard him _____.
   (a) To rouge (b) A rouge
   (c) As a rouge (d) As rouge

39. This pen is to _____.
   (a) Write (b) Write for
   (c) Write in (d) Write with

40. He will not come here _____.
   (a) Will n't he ___?
   (b) Will he
   (c) Is he ___? (d) Is n't he.

41. He is not supposed to _____ you.
   (a) Accompany
   (b) Accompany with
   (c) Accompany by
   (d) Accompany of

42. There is not harm _____ him.
   (a) To meet (b) To meeting
   (c) Meet (d) In meeting

43. We must not laugh _____ others.
   (a) With (b) At
   (c) On (d) In

44. God has blessed her _____ success.
   (a) On (b) In
   (c) With (d) At

45. I was not serious I was just _____.
   (a) Laughing (b) Cut joke
   (c) Joking (d) Making joke

46. You should not be angry _____ your friend.
   (a) At (b) On
   (c) With (d) By

47. They were provoked _____ violent acts.
   (a) Into (b) To
   (c) On (d) In

48. Since morning he has been complaining _____.
   (a) About headache
   (b) Of headache
   (c) Against headache
   (d) In headache

49. The child differs _____ his mother in appearance.
   (a) With (b) From
   (c) In (d) By

50. He has no money. He is _____ these days.
   (a) Hard out (b) Hard up
   (c) Hard of (d) Hard off

51. I cannot desist _____ saying so.
   (a) In (b) Over
   (c) From (d) For

52. Do not insist _____ your suggestion:
   (a) In (b) Over
   (c) On (d) For

53. All were invited _____ dinner.
   (a) For (b) To
   (c) On (d) At

54. Do not discuss _____.
   (a) On this problem
   (b) This problem
   (c) Over this problem
   (d) At this problem

55. The drunken _____ out of the room.
   (a) Strode (b) Staggered
   (c) Trod (d) Waded

56. The cart _____ at it moved.
   (a) Creaked (b) Squeaked
   (c) Squealed (d) Moaned

57. The dry leaves _____ as the wind blew.
   (a) Clamoured (b) Hissed
   (c) Rustled (d) Bristled

58. The leader _____ graciously at the hosts.
   (a) Grinned (b) Roared
   (c) Chuckled (d) Smiled

59. The criminals were _____ in the darkness of the night waiting for a victim.
   (a) Wandering (b) Lurking
   (c) Loafing (d) Strolling

60. You will have to _____ silence here.
   (a) Preserve (b) Persevere
   (c) Observe (d) Subside

61. No use _____ so.
   (a) To say (b) Say
   (c) In saying (d) Saying

62. Would you mind _____ me tomorrow.
   (a) To meet (b) Meeting
   (c) In meeting (d) For meeting

63. These cars are quite _____.

(a) Economical
(b) Frugal
(c) Miserly (d) Stingy

64. He is a man of ______.
(a) Conscious (b) Conscience
(c) Concensus (d) Consensus

65. These animals feed ______ grass.
(a) With (b) On
(c) For (d) No word

66. The mother is feeding the child ______ a bottle.
(a) On (b) In
(c) With (d) For

67. I am fed up ______ this type of behaviour.
(a) Of (b) In
(c) With (d) For

68. He persisted ______ saying so.
(a) In (b) With
(c) On (d) For
(e) No word

69. He insisted ______ his point of view.
(a) In (b) With
(c) On (d) For
(e) No word

70. It consists ______ everything you want.
(a) Of (b) With
(c) In (d) For
(e) No word

71. He desisted ______ doing this work.
(a) In (b) With
(c) From (d) In
(e) No Word

72. He is hard ______ this days.
(a) With (b) For
(c) Up (d) In
(e) No word

73. This problem is a hard nut ______.
(a) For cracking
(b) To crack
(c) In cracking
(d) With cracking

74. He will never discuss ______ this problem.
(a) About (b) On
(c) At (d) Of
(e) No word

75. You will be invited ______ dinner.
(a) For (b) To
(c) With (d) On
(e) No word

76. After giving his views he invited ______ comments.
(a) For (b) To
(c) With (d) On
(e) No word

77. I was provoked ______ his remarks.
(a) At (b) With
(c) By (d) On
(e) No word

78. The crowd was provoked ______ violent acts.
(a) With (b) At
(c) To (d) On
(e) No word

79. Such a policy may provoke ______ a sharp reaction.
(a) To (b) With
(c) On (d) From

80. The situation is quite provoking.
(a) To (b) With
(c) On (d) Up
(e) No word

81. The father accompanied ______ his children.
(a) With (b) By
(c) For (d) To
(r) No word

82. Why are you angry ______ your friend?
(a) With (b) At
(c) In (d) On
(e) No word

83. What is the time ______ your watch?
(a) In (b) By

(c) With (d) From

84. Razi said so by way ______ a joke.
(a) By (b) For
(c) Of (d) At
(e) No word

85. God has blessed her ______ a son.
(a) With (b) By
(c) In (d) To
(e) No word

86. He is complaining ______ headache.
(a) About (b) Against
(c) By (d) Of
(e) No word

87. This ink is inferior ______ that.
(a) Than (b) To
(c) Of (d) From
(e) No word

88. He ordered ___ a cup of tea.
(a) For (b) With
(c) Up (d) To
(e) No word

89. You should not be blind ___ your faults.
(a) To (b) For
(c) With (d) On
(e) No word

90. Your brother differs ___ you in appearance.
(a) With (b) In
(c) From (d) To
(e) No word

91. Hard-hearted people cannot be moved ___ entreaties.
(a) At (b) To
(c) By (d) From
(e) No word

92. One must not laugh ___ the follies of others.,
(a) With (b) For
(c) At (d) On
(e) No word

93. There is no harm ___ this.
(a) In doing (b) To do

(c) Doing (d) At
(e) No word

94. I never expected him to be there: I met ___ him.
(a) With (b) By
(c) On (d) Up with
(e) No word

95. I shall not accompany ___ you.
(a) With (b) For
(c) On (d) To
(e) No word

96. He rejoiced ___ her success.
(a) With (b) On
(c) At (d) For
(e) No word

97. The pen is to ___.
(a) Write (b) Write with
(c) Write for (d) Write at
(e) No word

98. We were to go so we waited ___ him.
(a) On (b) With
(c) For (d) To

99. He has come today ___.
(a) Hasn't he? (b) Isn't he?
(c) Won't he? (d) Shouldn't he?
(e) Will not he?

100. He ___ from the contest.
(a) Withdrew
(b) Withdrew himself
(c) Withdraw himself
(d) Withdrawn himself
(e) No word

101. Neither he nor I ___ to be fined.
(a) Is (b) Am
(c) Are (d) Will
(e) No word

102. I regarded him ___ my guide.
(a) As (b) Our
(c) On (d) Of
(e) No word

103. He avenged ___ his enemy.
(a) Himself upon
(b) Upon

(c) Upon himself
(d) With (e) No word

104. He resigned ____ fate
(a) To his
(b) Himself to his
(c) His to himself
(d) To himself his
(e) No word

105. He qualified ____ an engineer.
(a) Himself as (b) As
(c) As himself (d) Of
(e) No word

106. A large number of students ____ absent.
(a) Was (b) Were
(c) Will (d) Shall
(e) No word

107. The rest of the players ____.
(a) Has not turned up.
(b) Have not turned up.
(c) Have not been turned up.
(d) Are not turned up.
(e) Were not turned up.

108. A dozen charges ____.
(a) Were levelled
(b) Was levelled
(c) Has levelled
(d) Were charged
(e) Had charged

109. I forbade him ____.
(a) Not to go (b) To go
(c) Not going (d) To going
(e) From going

110. Hurry up lest you may ____.
(a) Not miss the train
(b) Miss the train
(c) Miss the train not
(d) Train miss not
(e) Hardly cannot walk

111. I am tired, I ____.
(a) Can hardly not walk
(b) Can hardly walk
(c) Can walk hardly
(d) Hardly can walk
(e) Catch the train

112. It will not rain ____.
(a) I do not think
(b) I think
(c) I think not (d) I may think
(e) I shall think

113. I received no letter ____.
(a) Either from him nor from her
(b) Either from him or from her
(c) From him and from her
(d) From these
(e) Neither from him or from her

114. This idea is definitely ____.
(a) More preferable to that
(b) Preferable to that
(c) To that preferable
(d) Highly preferable to that
(e) To be preferable

115. Decidedly he is better than ____.
(a) Not student of the class
(b) Any other student of the class
(c) All other students of the class
(d) Every other student of the class
(e) Each student of the class

116. He behaves as if ____
(a) He has been mad
(b) He is mad
(c) He should have been mad
(d) He must have been mad
(e) He were mad

117. Yesterday I saw a garden where ____.
(a) I wanted to sit amongst the flowers
(b) I want to sit amongst the flowers
(c) I will be waiting to sit amongst the flowers
(d) I have been waiting to sit amongst the flowers
(e) I will want to sit amongst the flowers

118. Do not make a noise lest she ____.

(a) May get utterly disturbed
(b) May have got utterly disturbed
(c) Out to get disturbed
(d) Shall have been getting utterly disturbed
(e) Should get utterly disturbed

119. He admitted that ____.
(a) He shall be at fault
(b) He was at fault
(c) He were at fault
(d) He will have been at fault
(e) He will be at fault

120. He told me that union ____.
(a) Were strength
(b) Was strength
(c) Will be strength
(d) Is strength
(e) Had been strength

121. I cannot say whether ____.
(a) Will they come?
(b) They would come
(c) They will come or not
(d) If they would come
(e) Do they come?

122. Why did you not take the risk of ____ into the fire?
(a) A fall (b) Entering
(c) Crossing (d) Leaping
(e) A look

123. No sooner did the snake appear on the road ____.
(a) The children fled away
(b) The children were fleeing away
(c) Than the children fled away
(d) The children will flee away
(e) Than the children shall flee away

124. His character is such ____.
(a) That I cannot understand
(b) As I cannot understand
(c) Which I cannot understand
(d) I cannot understand
(e) If I cannot understand

125. Scarcely had I reached there ____.
(a) When it began to rain
(b) Before it begin to rain
(c) That it began to rain
(d) It began to rain
(e) Or it began to rain

126. Neither Nazia nor her brother ____.
(a) Has done this work
(b) Are doing this work
(c) Have done this work
(d) Have been doing this work
(e) Done his work

127. She ____ her bag to school everyday.
(a) Will take (b) Would take
(c) Is taking (d) Takes
(e) Took

128. He has not told anything so far. He ____ it over.
(a) Thinks (b) Would think
(c) Has thought
(d) Is thinking
(e) Think

129. I ____ that we should own the responsibility.
(a) Feel (b) Should feel
(c) Am feeling (d) Shall feel
(e) Can feel

130. The house ____ of ten rooms and an annexe.
(a) Consists (b) Is consisting
(c) Is consisted (d) Is consist
(e) Consists

131. No one ____ which college he will join.
(a) Would know
(b) Know
(c) Can know (d) Has known
(e) Knows

132. These days transport ____ faster and cheaper than ever before.
(a) Will become
(b) Can become
(c) Becomes (d) Is becoming

(c) Become

133. She ____ that exhibition two times by now.
(a) Has been seeing
(b) Will have seen
(c) Saw (d) Has seen
(e) Had seen

134. The teacher cannot meet the classes today because she ____ a cold.
(a) Had (b) Is having
(c) Has had
(d) Will be having
(e) Has

135. I first ____ this person in 1971.
(a) Was meeting (b) Met
(c) Have meet
(d) Am meeting
(e) Meet

136. I think I ____ this book in 1971.
(a) Read (b) Was reading
(c) Had read (d) Am reading
(e) Have read

137. I ____ your work please remind me.
(a) Had forgotten
(b) Forget
(c) Forgot
(d) Have forgotten
(e) Am forgetting

138. The officer waited until the clerks ____ busily.
(a) Worked
(b) Were working
(c) Had worked
(d) Are working
(e) Are work

139. Although I ____ this note, I was aware of it.
(a) Never saw
(b) Have never seen
(c) Never see
(d) Had never seen
(e) Was never seen

140. He abused him again just after he ____ asked not to.
(a) Is (b) Had been
(c) Has been (d) Was being

141. I ____ on this topic for sometime before I realized my mistake.
(a) Am speaking
(b) Have been speaking
(c) Speak
(d) Had been speaking
(e) Spoke

142. My father ____ me that I should have informed him.
(a) Said (b) Told
(c) Asked (d) Ordered
(e) Wanted

143. I asked him to pick up the newspaper which ____ on the table.
(a) Lay (b) Laid
(c) Stocked (d) Put
(e) Stood

144. He was ____ of all valuables.
(a) Pinched (b) Robbed
(c) Stolen (d) Shaken
(e) Picked

145. He spoke so softly that nobody could ____ what he said.
(a) Hear to (b) Hear
(c) Listen to (d) Know to
(e) Catch upto

146. He was ____ my hand so tightly that I could not pull it away.
(a) Catching (b) Holding
(c) Seizing (d) Grabbing
(e) Patting

147. The criminal was ____ in the court.
(a) Done (b) performed
(c) Committed (d) Prosecuted
(e) Discharged

148. "Mind your own business" he said ____.
(a) Heavily (b) Hardly
(c) Harshly (d) Rudely
(e) Scarcely

149. It was difficult to see through the ____ of the headlights.
(a) Shine (b) Glare
(c) Dazzle (d) Glitter
(e) Blaze

150. The snakes ____ as the siren blew.
(a) Hissed (b) Cracked
(c) Rustled (d) Clamoured
(e) Bristled

151. The thieves, unable to open the safe, ____ it from its frame.
(a) Pulled (b) Snatched
(c) Wrenched (d) Held
(e) Caught

152. The Eve teasers ____ waiting for their victim.
(a) Loitered (b) Roamed
(c) Lurked (d) Loafed
(e) Wandered

153. The old man ____ in the garden.
(a) Strolled (b) Staggered
(c) Strode (d) Shoved off
(e) Trotted

154. The door cart ____ as it moved.
(a) Squeaked (b) Squealed
(c) Creaked (d) Hurtled
(e) Moaned

155. The Prime Minister ____ graciously at the crowd.
(a) Laughed (b) Grinned
(c) Smiled (d) Chuckled
(e) Roared

156. When you see him you ____ by the way his health has improved.
(a) Has struck
(b) Will be struck
(c) Had been struck
(d) Was struck
(e) Will have struck

Answers

1. (c) 2. (c) 3. (a) 4. (d)
5. (d) 6. (c) 7. (c) 8. (a)
9. (d) 10. (a) 11. (c) 12. (b)

13. (d) 14. (c) 15. (b) 16. (c)
17. (c) 18. (b) 19. (a) 20. (c)
21. (b) 22. (c) 23. (a) 24. (b)
25. (a) 26. (b) 27. (d) 28. (d)
29. (b) 30. (c) 31. (d) 32. (b)
33. (d) 34. (a) 35. (b) 36. (c)
37. (c) 38. (c) 39. (d) 40. (a)
41. (a) 42. (d) 43. (b) 44. (c)
45. (c) 46. (c) 47. (b) 48. (b)
49. (b) 50. (b) 51. (c) 52. (c)
53. (b) 54. (b) 55. (b) 56. (b)
57. (c) 58. (d) 59. (b) 60. (c)
61. (d) 62. (b) 63. (a) 64. (b)
65. (b) 66. (c) 67. (a) 68. (a)
69. (c) 70. (a) 71. (c) 72. (c)
73. (b) 74. (e) 75. (b) 76. (c)
77. (c) 78. (c) 79. (e) 80. (e)
81. (b) 82. (a) 83. (b) 84. (c)
85. (a) 86. (d) 87. (b) 88. (e)
89. (a) 90. (c) 91. (c) 92. (c)
93. (a) 94. (a) 95. (e) 96. (c)
97. (b) 98. (c) 99. (a) 100. (a)
101. (b) 102. (a) 103. (a) 104. (b)
105. (b) 106. (b) 107. (b) 108. (a)
109. (b) 110. (b) 111. (b) 112. (b)
113. (b) 114. (b) 115. (b) 116. (e)
117. (a) 118. (e) 119. (b) 120. (d)
121. (c) 122. (d) 123. (c) 124. (b)
125. (a) 126. (a) 127. (d) 128. (d)
129. (a) 130. (e) 131. (e) 132. (d)
133. (b) 134. (b) 135. (b) 136. (a)
137. (c) 138. (b) 139. (b) 140. (b)
141. (d) 142. (b) 143. (a) 144. (b)
145. (b) 146. (b) 147. (d) 148. (c)
149. (c) 150. (a) 151. (c) 152. (a)
153. (a) 154. (c) 155. (c) 156. (b)

Prepositions – MCQs

Below are giving some questions on PREPOSITIONS. There is a blank/ blanks left in every questions, all you have to do is to select the most suitable word from amongst the FIVE/FOUR choices offered to you and 'place' it in the gap/gaps. This is an exercise in – the proper – use of English preposition:

1. He is very proud ______ his car:
   (a) On (b) Of
   (c) At (d) About
   (e) For
2. He belongs ______ a family of aristocrats:
   (a) Of (b) From
   (c) To (d) For
   (e) Down
3. He invited me ______ tea:
   (a) For (b) At
   (c) Upon (d) To
   (e) On
4. I congratulate you ______ your success:
   (a) At (b) For
   (c) About (d) Upon
   (e) On
5. His father deals ______ sugar:
   (a) In (b) Of
   (c) With (d) At
   (e) Into
6. I am not afraid ______ you:
   (a) Of (b) About
   (c) From (d) With
   (e) For
7. He has no affection ______ you:
   (a) With (b) For
   (c) About (d) Towards
   (e) To
8. He aims ______ getting first division:
   (a) On (b) For
   (c) At (d) To
   (e) In
9. The train arrived ______ the station ______ time:
   (a) ___, In (b) On, On
   (c) On, In (d) At, On
   (e) At, In
10. Every good teacher knows how to deal ______ naughty boys:
    (a) In
    (b) No preposition required
    (c) For
    (d) About (e) With
11. He died ______ over work:
    (a) From (b) Of
    (c) By (d) After
    (e) For
12. He died ______ cholera:
    (a) Of (b) From
    (c) B (d) After
    (e) Off
13. The hunter fired ______ the lion:
    (a) On (b) At
    (c) Over (d) Toward
    (e) Upon
14. ______ the contrary I was proud ______ it.
    (a) In, Of (b) At, Of
    (c) On, Of (d) On, For
    (e) In, At
15. "That is very kind ______ you" I thanked him:
    (a) Of (b) About
    (c) For (d) In
    (e) At
16. He helped me ______ come ______ a quicker decision:
    (a) To, To (b) To, At
    (c) To, About
    (d) To, On (e) To, Over
17. Aslam and Ashraf hit ______ a plan:
    (a) Upon (b) About
    (c) Up (d) On
    (e) No preposition is required
18. Mueez Bhatti was born ______ Bhatti house ______ Lahore:
    (a) At, In (b) In, At
    (c) At, At (d) In, In

   (e) Into, At
19. The headmaster gave ______ the prizes:
    (a) Away (b) Out
    (c) In (d) About
    (e) No preposition is required
20. First of all let me introduce myself ______ you, ______ present my name is Papoo. ______ was Shani last year.
    (a) To, AT, It
    (b) To, For, It (c) With, It, It
    (d) For, About, It
    (e) To, In, It
21. Little ______ Little I gained confidence ______ myself:
    (a) By, Over (b) By, In
    (c) After, About
    (d) By, With (e) By, About
22. You have confused verbs ______ prepositions and with adjectives you have mixed ______ adverbs:
    (a) With, Up (b) From, In
    (c) In, Down (d) With, In
    (e) For, Up
23. Time is related ______ day and night:
    (a) With (b) At
    (c) To (d) For
    (e) Of
24. I am related ______ Intikhab ______ true friendship:
    (a) With, By (b) To, By
    (c) To, Through
    (d) To, With
    (e) With, Through
25. Romanticism often treats ______ horror, mystery, passion and deeds of violence:
    (a) At (b) For
    (c) In (d) To
    (e) Of
26. A bee cannot exist ______ its sting:
    (a) On (b) Of
    (c) At (d) Without
    (e) For
27. The aeroplane was just ______ the airport building that it crashed:
    (a) Near (b) For
    (c) Above (d) By
    (e) To
28. ______ the loud speaker we are told that the plane was ready to leave:
    (a) On (b) Through
    (c) In (d) By
    (e) With
29. ______ he was doing this, Jamal came in to say that she had heard that the fire was a bad one:
    (a) Because (b) For
    (c) Since (d) As
    (e) So
30. We looked at the picture on the tin, we at once thought ______ the juice:
    (a) Of (b) To
    (c) About (d) For
    (e) At
31. But although I was putting ______ all my strength, the current was bearing me away:
    (a) On (b) In
    (c) Out (d) Up
    (e) Off
32. When, however the new artistes arrived it was discovered that they could not make ______ what to do:
    (a) Out (b) Up
    (c) In (d) For
    (e) Off
33. "I thought he was signaling me to stay on". Instead the craft began to pick ______ speed:
    (a) Out (b) Up
    (c) Off (d) In
    (e) On
34. ______ recent years, the Russians have been developing similar engines:
    (a) With (b) During
    (c) Since (d) Inside
    (e) For
35. The main streets were jammed ______ traffic:
    (a) With (b) In
    (c) Of (d) From

(e) For

36. His stage was elementary; school bucket-boys standing ______ in case of ever threatening rain.
(a) In (b) Out
(c) By (d) To
(e) At

37. Zarina sat quietly darning her socks and she listened ______ all he said with a quite smile on her lips:
(a) Up (b) On
(c) Out (d) In
(e) To

38. It is against the norms of good behaviour, character and conduct to not ______ back ______ of one's promise:
(a) To, Out (b) That, From
(c) To, Away (d) To, In
(e) To, For

39. His health broke ______ due to hard work:
(a) Up (b) Down
(c) In (d) Away
(e) Into

40. The thieves broke ______ the house and broke-open the safe:
(a) In (b) Open
(c) Out (d) Into
(e) Up

41. Cholera usually breaks ______ whenever there is a big flood:
(a) In (b) Up
(c) Out (d) Down
(e) Down upon

42. I look forward ______ you help which has always been timely:
(a) For (b) Upto
(c) On (d) To
(e) Upon

43. The syce was breaking ______ the horse:
(a) In (b) Into
(c) Upon (d) Down
(e) Round

44. He is not the type ______ a boy who gives ______ easily:
(a) Of, In (b) Of, Up
(c) For, Into (d) Of, Away
(e) Of, Down

45. The union (ist) leader persuaded the workers to call ______ the strike:
(a) Down (b) Up
(c) Upon (d) Of
(e) Off

46. The rogue tried to do away ______ the witness so that he might not appear before the magistrate:
(a) Without (b) Up
(c) Upon (d) With
(e) From

47. All his schemes fell ______ want ______ funds:
(a) Off, For, For
(b) Through, For, From
(c) For, From, Of
(d) Off, For, Of
(e) Through, For, Of

48. When the officer order, he ordered ______ the ______ tone either the order or the person should be carried:
(a) In, That, Away
(b) In, That, Out (c)At, That, Away
(d) By, So that, By
(e) By, Because, Into

49. His father passed ______ (died) last night:
(a) Of (b) Off
(c) In (d) Out
(e) Away

50. Do not put ______ (procrastinate) till tomorrow what you can do today:
(a) Up (b) Down
(c) Off (d) Away
(e) Out

51. The poor always look ______ the rich, who ______ general look down ______ them (the poor):
(a) To, In, At (b) Up at, Of, On
(c) At, Of, Down
(d) Upto, In, Upon

(e) Up, In, Upon

52. The patient's condition had deteriorated beyond any hope ______ recovery, but now he has turned round the corner, he might pull:
(a) Of, UP (b) For, UP
(c) For, Through
(d) From, Upon
(e) Of, Through

53. The Prime Minister put ______ the (un-popular movement ______ a rough hand:
(a) Down, By (b) Down, With
(c) Down, Under
(d) Away, By
(e) Away, Under

54. He got ______ the trouble ______ getting ______ the examination; now he was free ______ complete ______ the PCS:
(a) Up, In, Out, For, For
(b) Down, By, Through, For, To
(c) Over, For, Out of, For, For
(d) Over, By, Through, To, For
(e) Upon, In, Through, At, For

55. I am looking ______ my lost book:
(a) UP (b) For
(c) To (d) Off
(e) Of

56. I took ______ smoking when I was ______ my teens; now I find it difficult ______ give it:
(a) Into, At, To, away
(b) To, In, To, Up
(c) For, Into, For, Down
(d) Up, Out of, Of, Away
(e) Down, From, For, Out

57. He sent this letter ______ my address:
(a) On (b) To
(c) For (d) At
(e) Upon

58. He came running and fell ______ the well:
(a) In (b) Into
(c) Down (d) Below
(e) Down into

59. You can have my bicycle ______ all means:
(a) In (b) With
(c) By (d) Of
(e) At

60. I am ______ your disposal:
(a) For (b) On
(c) At (d) Upon
(e) With

61. I parted ______ my friend:
(a) With (b) Without
(c) Of (d) From
(e) Off

62. He always seeks ______ wealth:
(a) No preposition required
(b) Of (c) After
(d) To (e) For

63. He absolved you ______ the charge of theft.
(a) Of (b) For
(c) Off (d) With
(e) From

64. His face is familiar ______ me:
(a) With (b) For
(c) To (d) Of
(e) Off

65. He is tall ______ his age:
(a) At (b) Of
(c) For (d) With
(e) Without

66. The two friends settled it ______ themselves:
(a) Between (b) For
(c) In (d) Among
(e) Amongst

67. He resigned ______ his service.
(a) From
(b) No preposition
(c) In (d) On
(e) Off

68. He prided himself ______ his wealth:
(a) On or Upon
(b) At (c) Over
(d) With (e) For

69. Do as you wish ______ be done ______:

(a) For, To (b) As, To
(c) As, For (d) As, To
(e) To, By

70. Have you disposed ____ his property:
(a) Off (b) For
(c) With (d) Of
(e) No preposition required

71. He persisted ____ accompanying me:
(a) On (b) In
(c) For (d) About
(e) At

72. The hunger aimed ____ the dove:
(a) On (b) At
(c) For (d) With
(e) Upon

73. You quarreled ____ me ____ a trifle:
(a) With, Over
(b) With, On
(c) With, In
(d) With, For (e) With, Upon

74. Aswa is confident ____ her success:
(a) On (b) Of
(c) With (d) For
(e) Over

75. I am sick ____ life:
(a) On (b) In
(c) From (d) Of
(e) With

76. He applied ____ the Principal ____ leave:
(a) To, For (b) For, For
(c) To, Of (d) Of, For
(e) To, Off

77. He fell ____ his horse:
(a) Down (b) From
(c) Of (d) Off
(e) Down from

78. She insisted ____ going ____ Lahore:
(a) For, At (b) For, To
(e) On, To (d) From, To

79. The tonga collided a bus:
(a) In (b) Into
(c) With (d) On
(e) Over

80. Zarina is a disgrace ____ her family:
(a) To (b) On
(c) For (d) Upon
(e) In

81. Your house is opposite ____ mine:
(a) From (b) To
(c) That of (d) Of
(e) Off

82. Who will profit ____ harming her:
(a) From (b) By
(c) In (d) With
(e) At

83. He hankers ____ riches:
(a) After (b) For
(c) To (d) About
(e) On

84. You must not indulge ____ excessive smoking:
(a) For (b) On
(c) In (d) About
(e) At

85. He is blind ____ one eye:
(a) By (b) Of
(c) Off (d) At
(e) From

86. I will do my duty ____ all risks:
(a) For (b) At
(c) By (d) With
(e) In spite of

87. I am ignorant ____ the facts ____ the case:
(a) For, For (b) From, Of
(c) Of, For (d) Of, Of
(e) About, In

88. The lion feeds ____ flesh:
(a) On (b) With
(c) At (d) Over
(e) By

89. You must abide ____ the rules of this institution:
(a) Am (b) Is

(e) By

90. He provided the needy ____ the things of everyday use:
(a) With (b) For
(c) To (d) Upon
(e) From

91. I prevailed ____ him to make another effort but he could not prevail ____ his adversity:
(a) Upon, Over (c) At, At
(b) On, On (e) On, At
(d) At, On

92. The river ____ which I went ____ my brother abounds ____ fish:
(a) Towards, With, On
(b) To, With, Over
(c) To, Alongwith, Upon
(d) To, with, In
(e) To, With, With

93. You are accountable ____ the director ____ your misbehaviour:
(a) To, For
(b) To, On account of
(c) Of, For (d) For, Of
(e) To, By

94. He was astonished ____ my revelation ____ the facts ____ him:
(a) On, About, Of
(b) At, Of, For (c) Upon, By, About
(d) At, Of, About
(e) Over, About, About

95. He was acquitted ____ murder charge:
(a) Of (b) At
(c) In (d) About
(e) Over

96. I was alarmed ____ the tend of conduct he evinced:
(a) Over (b) Upon
(c) On (d) At
(e) By

97. I am alive ____ all the changes that are going on here:
(a) At (b) To
(c) Over (d) For
(e) About

98. He is angry ____ you ____ your in solence:
(a) With, With
(b) On, At (c) Upon, At
(d) With, at (e) About, on

99. You must comply ____ your wife's wishes:
(a) With (b) For
(c) Upon (d) Over
(e) To

100. She is confined ____ bed due ____ long illness:
(a) In, For (b) In, From
(c) On, By
(d) Into, Because
(e) To, To

101. The mother is affectionate ____ the child:
(a) Of (b) To
(c) On (d) About
(e) For

102. This means that you are conscious ____ the consequences ____ your actions:
(a) Of, Of (b) About, Of
(c) Of, About
(d) At, About (e) At, Of

103. The man who stood ____ the judge was accused ____ throwing a stone ____ his neighbour's window:
(a) Before, Of, At
(b) At, Against, To
(c) Of, At, On
(d) With, Of, At
(e) Before, At, On

104. My brother is invested ____ full authority ____ me to invest my money ____ that speculation:
(a) With, By, In
(b) By, In, To (c) In, With, By
(d) On, By, With
(e) In, With, By

105. You must apologise ____ him ____ what you have done, even though the act was not done ____ any bad intention:
(a) To, For, For
(b) For, With To, (c) To, With, For
(d) With, For, With

(e) To, For, With

106. You can appeal _____ a higher court and apply _____ a fresh trial:
(a) To, For (b) With, To
(c) For, To (d) To, With
(e) For, To

107. He has failed _____ his purpose because he failed _____ his first attempt and was not allowed _____ make another:
(a) In, In, To (b) In, Of, To
(c) By, To, In (d) To, In, By
(e) In, By, To

108. He is profuse _____ his promises, but not at all profuse _____ his money:
(a) In, Of (b) Of, On
(c) From, From
(d) For, In (e) Of, In

109. A young man should be his guard _____ bad company and beware _____ failing their evil ways:
(a) On, Against, Of, Into
(b) Of, Into, For, Against
(c) Into, To, against, of
(d) For, On, In, Into
(e) Against, In, Into, On

110. While the cat was running the mouse the mouse ran _____ its hole and freed itself _____ danger:
(a) After, Into, From
(b) From, At, From
(c) Into, To, In
(d) In, From, To
(e) At, From, Into

111. I have to liking _____ that man; in fact, I have taken a decided dislike _____ him:
(a) For, Of (b) To, With
(c) For, Towards
(d) In, To
(e) To, For

112. I cannot agree _____ you _____ this matter; and therefore I do not agree _____ your proposal:
(a) With, In, To
(b) To, With, In
(c) In, To, With
(d) To, In, For

(e) To, With, For

113. Rhetoric might be compared _____ poetry:
(a) With (b) In
(c) To (d) For
(e) By

114. He fought _____ the robbers _____ his life:
(a) With, For (b) To, Against,
(c) Against, For
(d) For, With (e) To, For

115. The Spaniards allied _____ the English and fought _____ the French:
(a) With, Against
(b) Against, With
(c) For, With (d) Against, For
(e) With, For

116. He is blessed _____ children who have all turned _____ Well, but he is not blessed _____ good health:
(a) With, Out, With
(b) With, Out, In
(c) For, To, Out
(d) Out, With, To
(e) To, With, Out

117. This is an exception _____ the general rule:
(a) To (b) For
(c) In (d) With
(e) From

118. I hope you will make an exception _____ my son's case:
(a) On (b) For
(c) With (d) In
(e) To

119. Please show some forbearance _____ his inexperience:
(a) For (b) From
(c) To (d) With
(e) By

120. The ship is bound _____ Pakistan, and is bound _____ contract to arrive _____ Lahore _____ the 18th _____ July:
(a) For, By, At, By, Of
(b) By, At, Of, For, By
(c) At, In, At, By, Of
(d) Of, By, In, With Of

(e) In, At, With, Of, By

121. Cease _____ speaking ill _____ others and cling _____ charity:
(a) From, Of, To
(b) Of, To, Of
(c) With, To, By
(d) To, With, At
(e) Of, From To

122. An eye _____ an eye, and a tooth _____ a tooth, this was the old law.
(a) For, For (b) To, For
(c) For, To (d) At, In
(e) To, On

123. The wings _____ a bird correspond _____ the arms of a man.
(a) Of, To (b) On, With
(c) Over, In (d) To, With
(e) On, To

124. I had a long correspondence _____ him _____ the wisdom of conforming _____ custom:
(a) With, On, To
(b) To, For, In
(c) On, In, For
(d) For, At, To
(e) In, On, With

125. I differ _____ you _____ the exact point _____ with dogs differ _____ wolves _____ shape or kind:
(a) With, At, In, From, In
(b) At, In, With For, From
(c) For, With, In, Out, To
(d) Over, In, To, With Out
(e) In, To, Out, From, For

126. I disapprove _____ your way _____ working and must, therefore, dispense _____ your services:
(a) Of, Of, With
(b) At, In, Of
(c) With, Out, In
(d) Of, With, At
(e) Over, Of, To

127. A blind man cannot distinguish light _____ darkness:
(a) From (b) To
(c) For (d) In
(e) At

128. Death does not distinguish _____ the rich and the poor:
(a) Between (b) From
(c) For (d) Within
(e) Towards

129. Did you look up this word _____ in your dictionary?
(a) Up (b) In
(c) At (d) After
(e) Upon

130. Do you go _____ for boxing?
(a) In (b) Out
(c) Down (d) Over
(e) On

131. I read this book _____ beginning _____ end _____ three hours:
(a) From, To, In
(b) In, To, Within
(c) For, Till, In
(d) At, To, Since
(e) Over, In, Within

132. A thief robbed the little girl _____ her purse:
(a) Of (b) From
(c) For (d) In
(e) To

133. He succumbed _____ his injuries:
(a) To (b) For
(c) From (d) Over
(e) About

134. Law breakers are liable _____ punishment:
(a) To (b) For
(c) By (d) At
(e) In

135. He refrained himself _____ saying anything on the question:
(a) From (b) To
(c) For (d) In
(e) Over

136. I always count _____ his support:
(a) On (b) At
(c) From (d) For
(e) Over

137. The girl excels _____ music:
(a) In (b) For
(c) At (d) From
(e) Into

138. He is impressed _____ that notion, and he desires to press it _____ me:
(a) With, On (b) For, To

(c) From, For (d) About, Over
(e) On, With

139. We took a boat and rowed ______ the stream______ the opposite bank:
(a) Across To (b) Along, For
(c) With From
(d) In, Over (e) Down, For

140. He promised to abide ______ the contract, and they relied ______ his honour______ its fulfillment:
(a) By, On, For
(b) From, Upon, In
(c) For, In, By (d) By, For, On
(e) To, Over, In

141. He lives ______ small cost, and he does so ______ abstaining ______ every kind of luxury:
(a) At, By, From
(b) Once, For, In
(c) At, From, By
(d) In, From, For
(e) At, For, From

142. One must accustom oneself ______ humble fare such as is suitable ______ a person ______ small income:
(a) To, To, With
(b) In, For, Having
(c) From, To, Within
(d) At, In, Upon
(e) Over, For, In

143. Do not live ______ riches, but whatever you live ______, live ______ honest labour:
(a) For, For, By
(b) In, For With (c) For, In, On
(d) At, For, With
(e) With, In, By

144. If you have to live ______ a small income live ______ your means:
(a) On, Within
(b) For, In (c) In, At
(d) At, Under (e) Upon, Within

145. Quaid-i-Azam was born ______ 1876 A.D:
(a) In (b) On
(c) At (d) Upon
(e) During

146. You are mistaken ______ doing this:
(a) In (b) At
(c) With (d) Outside
(e) In front of

147. He was afflicted ______ heart trouble:
(a) With (b) For
(c) Of (d) In
(e) Over

148. Akbar succeeded ______ artful means:
(a) By (b) For
(c) From (d) With
(e) Through

149. I have no access ______ the minister:
(a) To (b) For
(c) At (d) From
(e) By

150. The supply ______ sugar was ______ excess of the demand:
(a) Of, In (b) For, By
(c) In, To (d) At, For
(e) Over from

151. He is adept ______ the art ______ painting:
(a) In, Of (b) For, In
(c) From, Over
(d) At, Of (e) Over, Of

152. He advised me ______ appear ______ the examination:
(a) To, At (b) For, In
(c) In, For (d) To, By
(e) To, For

153. I listened ______ him and acted ______ his advice:
(a) To, On (b) With, To
(c) To, At (d) To, Upon
(e) Though, At

154. The President gave his assent ______ the bill:
(a) To (b) For
(c) By (d) From
(e) For

155. My house stands opposite ______ the college:
(a) To (b) From
(c) Near (d) Towards
(e) At

156. There are a lot ______ allusions ______ Melton's poem:
(a) Of, In (b) For, For
(c) From, Over

(d) In, Within
(e) To, With

157. Heavy punishment is proposed ______ be inflicted ______ the strikers:
(a) To, On (b) To, At
(c) To, Upon (d) To, Over
(e) To, Upon

158. Old people are generally averse ______ new ideals:
(a) To (b) For
(c) From (d) In
(e) Over

159. Do not mention the name ______ the person concerned:
(a) Of (b) For
(c) From (d) In
(e) At

160. The officer had ______ act ______ the basis ______ anonymous letters:
(a) To, On, Of
(b) To, Upon, Over
(c) To, At, For
(d) To, Over, From
(e) To, Down, In

161. The accused was released ______ bail:
(a) On (b) At
(c) From (d) For
(e) With

162. I have reserved a berth ______ Shalimar Express:
(a) In (b) For
(c) At (d) On
(e) From

163. Do you know your date ______ birth:
(a) Of (b) For
(c) In (d) By
(e) Over

164. Caste system has a strong influence ______ the Indian society:
(a) On (b) For
(c) From (d) Upon
(e) With

165. My shoes are made ______ canvas:
(a) Of (b) In
(c) For (d) From
(e) With

166. Canvassing is going ______:
(a) On (b) For
(c) Upon (d) In
(e) With

167. He has gone ______ casual leave:
(a) On (b) For
(c) At (d) Upon
(e) In

168. There is no causal relation ______ wealth and happiness:
(a) Between (b) Within
(c) Among (d) In
(e) Into

169. He cannot check his son ______ smoking:
(a) From (b) For
(c) At (d) In
(e) To

170. The cessation of a part of Bihar has been demanded ______ West Bengal:
(a) By (b) From
(c) For (d) Through
(e) With

171. Observers are trying hard ______ the cessation ______ hostilities ______ Pakistan and India:
(a) For, Of, Between
(b) In, Of, Among
(c) Into, In, Between
(d) Upon, At, Within
(e) For, Over, With

172. He was hard ______ hearing:
(a) To (b) Of
(c) At (d) For
(e) In

173. The corpse was covered ______ flowers:
(a) With (b) In
(c) By (d) From
(e) Over

174. Egg is a component ______ our diet:
(a) Of (b) From
(c) For (d) In
(e) Into

175. Pay my compliments ______ him ______ regards:
(a) To, With (b) For, In
(c) Upon, With
(d) On, At (e) With, With

176. Prices _____ coarse cloth have gone _____:
(a) Of, UP (b) For, Up
(c) In, Down
(d) Of, Less (e) Of, Low

177. He was ruined _____ the collusion _____ his mother _____ his uncle:
(a) By, Of, With
(b) With, On, Of
(c) For, From, With
(d) From, On, Of
(e) Through, From, With

178. He followed the counsels _____ his elders:
(a) Of (b) On
(c) For (d) From
(e) Through

179. Continuous rain caused damage _____ the crops:
(a) To (b) For
(c) By (d) From
(e) Over

180. Continuous rain _____ two days has done good _____ the crops:
(a) For, To (b) From, For
(c) Since, By (d) For, Upon
(e) Within, In

181. He inherited a lot _____ wealth _____ his deceased father:
(a) Of, From (b) In, For
(c) For, Upon
(d) From, From
(e) In, Of

182. Young girls should pay due deference _____ the wishes _____ their elders:
(a) To, Of (b) For, In
(c) On, For
(d) Upon, From
(e) To, In

183. He drank one glass _____ water _____ one draught:
(a) Of, In (b) Of, Within
(c) With, In
(d) Having, Into
(e) Of, With

184. Aslam and Akram are engaged _____ a duel:
(a) In (b) With
(c) Within (d) Into
(e) Upon

185. I want a definite answer _____ my question:
(a) To (b) Of
(c) By (d) From
(e) For

186. Our food is deficient _____ vitamins:
(a) In (b) For
(c) From (d) Upon
(e) Over

187. He has elicited the information _____ the Government:
(a) From (b) For
(c) To (d) Upon
(e) For

188. War seems _____ imminent:
(a) To (b) None
(c) At (d) Of
(e) For

189. He is an emigrant _____ Sri Lanka:
(a) From (b) For
(c) Of (d) To
(e) Into

190. He is not eligible _____ the post:
(a) For (b) From
(c) In (d) To
(e) Upon

191. The Indian intrusion _____ Kashmir was condemned _____ all:
(a) Into, By
(b) In, With
(c) Upon, Through
(d) Over By
(e) Upon, With

192. Effective management can solve the problem _____ industries:
(a) Of (b) For
(c) From (d) By
(e) Upon

193. The government is trying _____ facilitate the distribution _____ wheat:
(a) To, Of (b) For, For
(c) For, In (d) At, Off
(e) Of, At

194. A ghastly scene was enacted _____ that day:
(a) On (b) At
(c) Upon (d) For
(e) From

195. Industrial growth _____ a country depends _____ the availability _____ are materials:
(a) Of, Upon, Of
(b) For, On, In
(c) In, Into, For
(d) From, At, From
(e) Of, On, Of

196. The procession was led _____ a leader:
(a) By (b) From
(c) For (d) Through
(e) Behind

197. The tuft _____ hair _____ the back _____ horse is called name:
(a) Of, On, Of
(b) In, At, Of
(c) For, On, At
(d) Of, For, Of
(e) At, Of, For

198. He turned pale _____ the sight _____ the tiger:
(a) At, Of (b) On, For
(c) Upon, Of (d) In, For
(e) Of, From

199. Rain drops were falling _____ the window panes:
(a) On (b) In
(c) Upon (d) At
(e) Up

200. Spirituous drinks are injurious _____ health:
(a) To (b) For
(c) From (d) Upon
(e) On

Answers

1. (b) 2. (c) 3. (d) 4. (c)
5. (a) 6. (a) 7. (b) 8. (c)
9. (d) 10. (c) 11. (a) 12. (a)
13. (b) 14. (c) 15. (a) 16. (a)
17. (a) 18. (a) 19. (a) 20. (a)
21. (b) 22. (a) 23. (a) 24. (b)

25. (c) 26. (b) 27. (c) 28. (a)
29. (d) 30. (c) 31. (b) 32. (a)
33. (b) 34. (a) 35. (a) 36. (c)
37. (e) 38. (a) 39. (b) 40. (d)
41. (c) 42. (d) 43. (a) 44. (a)
45. (e) 46. (d) 47. (c) 48. (b)
49. (e) 50. (c) 51. (d) 52. (c)
53. (b) 54. (d) 55. (b) 56. (b)
57. (b) 58. (b) 59. (c) 60. (c)
61. (d) 62. (c) 63. (e) 64. (c)
65. (c) 66. (a) 67. (b) 68. (a)
69. (e) 70. (d) 71. (b) 72. (b)
73. (a) 74. (b) 75. (d) 76. (a)
77. (d) 78. (c) 79. (c) 80. (a)
81. (b) 82. (b) 83. (a) 84. (c)
85. (b) 86. (b) 87. (d) 88. (a)
89. (e) 90. (a) 91. (d) 92. (e)
93. (a) 94. (d) 95. (a) 96. (d)
97. (b) 98. (d) 99. (a) 100. (c)
101. (b) 102. (a) 103. (a) 104. (a)
105. (e) 106. (a) 107. (a) 108. (a)
109. (a) 110. (a) 111. (a) 112. (a)
113. (a) 114. (c) 115. (a) 116. (a)
117. (a) 118. (a) 119. (d) 120. (a)
121. (a) 122. (a) 123. (a) 124. (a)
125. (a) 126. (a) 127. (a) 128. (a)
129. (a) 130. (a) 131. (a) 132. (a)
133. (a) 134. (a) 135. (a) 136. (a)
137. (a) 138. (a) 139. (a) 140. (a)
141. (a) 142. (a) 143. (a) 144. (a)
145. (a) 46. (a) 147. (a) 148. (a)
149. (a) 150. (a) 151. (a) 152. (a)
153. (a) 154. (a) 155. (a) 156. (a)
157. (a) 158. (a) 159. (a) 160. (c)
161. (a) 162. (a) 163. (a) 164. (d)
165. (d) 166. (a) 167. (a) 168. (a)
169. (a) 170. (a) 171. (a) 172. (b)
173. (a) 174. (a) 175. (a) 176. (a)
177. (a) 178. (a) 179. (a) 180. (a)
181. (a) 182. (a) 183. (a) 184. (a)
185. (a) 186. (a) 187. (a) 188. (d)
189. (a) 190. (a) 191. (a) 192. (a)
193. (a) 194. (a) 195. (a) 196. (a)
197. (a) 198. (a) 199. (a) 200. (a)

Current Affairs – MCQs

Tick the correct answer:

1. General Raheel Sharif, the Army Chief and Prime Minister, Mian Muhammad Nawaz Sharif visited both in January 2016:
   (a)✓ Saudi Arabia and Iran
   (b) Iraq and Iran
   (c) Yemen and Iraq
   (d) USA and UK
2. Indian Prime Minister Narendra Modi visited which city of Pakistan in January 2016:
   (a) Islamabad (b) Karachi
   (c)✓ Lahore (d) Multan
3. Who is the Present of Syria in 2016?
   (a)✓ Bashar-ul-Asad
   (b) Ahmad Ali
   (c) Mehmood Abbas
   (d) None of these
4. The Iranian Naval Chief Adm Habibollah said in January 2016 to leave the Strait of Hormuz to:
   (a)✓ US Navy
   (b) Russian Navy
   (c) UK Navy
   (d) None of these
5. Name the Iraqi President who chalked out the programme of enhancement of trade and human resource development with the Government of Pakistan in 2016:
   (a)✓ Faud Masum
   (b) Fahid Mamoon
   (c) Malik bin Asad
   (d) None of these
6. Who is the Chairman of National Commission for Human Rights (NCHR) for Pakistan?
   (a)✓ Justice (R) Ali Nawaz Chohan
   (b) Asma Jahangir
   (c) Imtiaz Ahmad
   (d) None of these
7. *Who is the Secretary of State of USA in 2016?*
   (a)✓ John Kerry
   (b) Kerry Adam
   (c) A.H. Lewis
   (d) None of these
8. IOM stands for:
   (a)✓ International Organization for Migration
   (b) International Objectives for Migrants
   (c) International Organization for Maritime
   (d) None of these
9. Donald Trump is a:
   (a) Footballer
   (b) Film Star
   (c) Judge of Supreme Court of USA
   (d)✓ Presidential candidate for the election 2016 USA
10. EEOC stands for:
    (a)✓ Equal Employment Opportunity Commission
    (b) European Employee Opportunity Commission
    (c) (a) & (b)
    (d) None of these
11. What is 'modern express' which starts its work in 2016?
    (a) Train (b) Bus
    (c) Newspaper
    (d)✓ Cargoship
12. Beijing is the capital city of which country of the world?
    (a) USA (b)✓ China
    (c) UK (d) Japan
13. Madrid is the city of which country of the world?
    (a)✓ Spain (b) France
    (c) Germany (d) Turkey
14. Vladimir Putin is a:
    (a) Russian Writer
    (b) Russian Foreign Minister
    (c) Russian Supreme Court's Judge
    (d)✓ Russian President
15. Sergeie Lavrov is a:
    (a) Russian Novelist
    (b)✓ Russian Foreign Minister
    (c) Russian Supreme Court's Judge
    (d) Russian President

Reuters is a:
(a) Playground of UK
(b)✓ News Agency of France
(c) Foreign Minister of France
(d) None of these

Claudia Ruiz Massieu Guzman is a foreign minister (2016) of which country?
(a)✓ Mexico (b) Japan
(c) Germany (d) Spain

Aung San Suu Kyi sweeping a historic election. Name the country?
(a) Korea (b) Singapore
(c)✓ Myanmar (d) Malaysia

China's population is:
(a) 2,36 billion (b) 3,36 billion
(c)✓ 1,36 billion (d) 4,36 billion

Least populous country is:
(a)✓ State of Vatican City (b) Kuwait
(b) Chile
(d) Bhutan

State of Vatican City's estimated population is:
(a) 240 (b)✓ 840
(c) 740 (d) 640

22. Which is the largest Islamic country?
    (a)✓ Kazakhstan (b) Pakistan
    (c) Saudi Arabia (d) Afghanistan
23. Identify the area of the Kazakhstan:
    (a) 8,000,300 sq. km.
    (b) 8,00,000 sq. km.
    (c)✓ 2,717,300 sq. km.
    (d) 9,111,800 sq. km.
24. Which country is known as the smallest Islamic country?
    (a)✓ Maldives (b) Bahrain
    (c) Kuwait (d) Qatar
25. Area of the Maldives is:
    (a) 315 sq. km (b) 415 sq. km
    (c) 215 sq. km (d)✓ 115 sq. km
26. So far as population is concerned, the biggest Islamic country is:
    (a)✓ Indonesia (b) Pakistan
    (c) Malaysia (d) Bangladesh
27. Indonesia's population is:
    (a) 200 million (b) 110 million
    (c)✓ 234 million (d) 190 million
28. Which is the most densely populated territory?
    (a) Mexico (b)✓ Macao
    (c) Belgium (d) Chad
29. The density of the Macao's territory is:
    (a)✓ 22.235 person per sq. km
    (b) 18.305 person per sq. km
    (c) 44.105 person per sq. km
    (d) 28.705 person per sq. km
30. Gibraltar is known as a:
    (a)✓ Smallest colony
    (b) Largest colony
    (c) Most dense colony
    (d) Least dense colony
31. The most sparsely populated territory is:
    (a)✓ Greenland (renamed Kalaalit Nunaat)
    (b) Falkland
    (c) Netherlands
    (d) None of these
32. Mention the density of Greenland?
    (a) One person per 69 sq. km.
    (b) One person per 59 sq. km.
    (c) One person per. 89 sq. km.
    (d)✓ One person per 39 sq. km.
33. Most densely populated country is:
    (a)✓ Monaco (b) Greece
    (c) Italy
    (d) Luxembourg
34. The density of the Monaco is:
    (a)✓ 15,461 per sq. km
    (b) 18,000 per sq. km
    (c) 19,411 per sq. km
    (d) 17,111 per sq. km
35. Identify the most populous city?
    (a) Beijing (b) Washington
    (c)✓ Tokyo (d) New York
36. Ariha (renamed as Jericho) is considered as the:
    (a)✓ Oldest town
    (b) Lowest town
    (c) Highest town
    (d) None of these
37. Which is the largest city in area?
    (a) Beijing
    (b) Washington D.C
    (c)✓ Mount Isa (Australia)
    (d) Tokyo
38. The area of the largest city Mount Ise is:

(a)✓ 42904 km² (b) 61,005 km²
(c) 11,115 km² (d) 81,000 km²

39. The highest town Wenchuan is situated at the altitude of 5100 m. Where is it located?
(a) Japan (b) Taiwan
(c)✓ China
(d) South Korea

40. Which is the lowest town?
(a) Beijing (b) Lahore
(c)✓ The Israeli settlement of Ein Bokek
(d) None of these

41. The Israeli settlement of Ein Bokek is the lowest town in the world. It is situated on the shores of a Dead Sea. What is its depth?
(a) 878.5 meter below sea level
(b)✓ 393.5 meter below sea level
(c) 561.5 meter below sea level
(d) None of these

42. Which is, the oldest capital city that is inhabited since 2500 BC?
(a) Tokyo (b) Baghdad
(c)✓ Damascus (d) Delhi

43. Damascus is the capital of:
(a)✓ Syria (b) Egypt
(c) Jordan (d) Taiwan

44. Which is the most extensive high plateau?
(a) Siberian plateau
(b)✓ Tibetan plateau
(c) Zibetan plateau
(d) None of these

45. The average altitude of Tibetan plateau is 4,900 m. What is the area of Tibetan Plateau?
(a)✓ 1,850,000 sq. km
(b) 8,850,000 sq. km
(c) 3,850,000 sq. km
(d) 2,850,000 sq. km

46. Mention greatest land mountain range?
(a)✓ Himalaya-Karakoram range
(b) Pairs (c) Alps
(d) Caucuses

47. How many peaks does the Himalaya-Karakoram range contain of the world's 109 peaks of over 7,315 m?
(a) 90 (b)✓ 96
(c) 85 (d) 80

48. Name the longest land mountain range having approximately 7600 km length?
(a) Alps (b) Karakoram
(c)✓ Andes of S. America
(d) Pamirs

49. The largest ocean which represents 45.9 percent of the world's oceans is:
(a)✓ Pacific (b) Arctic
(c) Indian (d) Southern

50. Which is the deepest Ocean, having the average depth of 4188m?
(a)✓ Pacific Ocean
(b) Indian Ocean
(c) Arctic Ocean
(d) Southern Ocean

51. The greatest depth of the Pacific Ocean is in the Mariana Trench. What is its depth at that point?
(a) 4593 Fathoms
(b) 2113 Fathoms
(c) 4093 Fathoms
(d)✓ 5973 Fathoms

52. Which is the smallest ocean?
(a)✓ Arctic Ocean
(b) Indian Ocean
(c) Pacific Ocean
(d) Southern Ocean

53. The largest sea is:
(a)✓ South China Sea
(b) Red Sea
(c) Baltic
(d) Arabian

54. Name the largest gulf which begins from Cape Sable, Florid, USA to Caho Catche, Mexico?
(a) Persian Gulf
(b)✓ Gulf of Mexico
(c) American Gulf
(d) None of these

55. Which is the largest bay with an area of 2,172,000 sq. km?
(a)✓ The Bay of Bengal
(b) Persian Bay
(c) Hudson Bay
(d) None of these

56. Hudson Bay in Southern Canada which has an area of 1,233,000 sq. km is the largest Bay In the world measured by shoreline length. What is the length of its shoreline?
(a)✓ 12,268 km (b) 19,111 km
(c) 18,160 km (d) 20,000 km

The shore surrounding Dead Sea, with 400 m below the sea level is called:
(a) Deadliest Depression
(b)✓ Deepest land Depression
(c) Widest land Depression
(d) None of these

Highest Mountain Peak is:
(a) K-2 (b) Gasherbrem
(c) Mount Jabal
(d)✓ Mount Everest

The height of the Mount Everest is:
(a) 3348 meter (b)✓ 8848 meter
(c) 4448 meter (d) 6648 meter

Name the country with highest number of active volcanoes?
(a) Jorcan (b) China
(c) Philippine (d)✓ Indonesia

Mention the largest active volcano with a lava flow that occupies more than 5,125 sq. km of the island?
(a) Mona Lisa (b)✓ Mauna Loa
(c) Gibraltar (d) Java

In which state of USA, Mauna Loa is located?
(a)✓ Hawaii (b) Huston
(c) New York
(d) Washington D.C

The length of Mauna Loa is 120 km. What is its width?
(a) 10 km (b) 80 km
(c) 70 km (d)✓ 50 km

On Hawaii (USA), most active volcano Kilauea is located which has been erupting continuously since 1983. What is its height?
(a)✓ 1,247 meter (b) 1,347 meter
(c) 1,147 meter (d) 1,447 meter

Which of the following country has the second largest Muslim population in the world?
(a)✓ India (b) Iran
(c) Saudi Arabia (d) Pakistan

The largest planet is:

(a)✓ Jupiter (b) Earth
(c) Mars (d) Venus

67. Pluto is the smallest planet. What is its diameter?
(a)✓ 2320 km. (b) 1820 km.
(c) 1920 km. (d) 1220 km.

68. Which is the coldest planet?
(a) Earth (b) Sun
(c)✓ Pluto (d) Venus

69. Venus is known as the hottest planet. Its estimated surface temperature is:
(a)✓ 464°C (b) 664°C
(c) 864°C (d) 264°C

70. Which planet is nearest to Earth?
(a) Pluto (b) Jupiter
(c)✓ Venus (d) Mars

71. Mercury is known as the fastest planet. Which' is the brightest planet?
(a)✓ Venus (b) Plato
(c) Jupiter (d) Mercury

72. Faintest planet is:
(a) Jupiter (b) Earth
(c)✓ Pluto (d) Venus

73. The Earth is:
(a) Hottest Planet
(b) Coldest Planet
(c) Brightest Planet
(d)✓ Densest Planet

74. Which planet is the least dense planet?
(a) Venus (b)✓ Saturn
(c) Pluto'" (d) Jupiter

75. Name the planet with most satellites, having 18 out of the total 61 satellites?
(a) Venus (b) Jupiter
(c)✓ Saturn (d) Pluto

76. The buildings in the Indian-Tibet (China) border fort of Basisi are known as highest inhabited buildings. At what height it is situated?
(a)✓ 5990 meter (b) 2990 meter
(c) 3.990 meter (d) 1990 meter

77. The largest construction project The Midinat Al-Jubail Al-Sinaiyah is located in Saudi Arabia. What is its area?
(a)✓ 1015 sq. km
(b) 2015 sq. km
(c) 1515 sq. km
(d) 3015 sq. km

78. The imperial palace (Gu gong) is the largest palace, situated at Beijing (China). What is its area?
(a) 301.9 acres
(b)✓ 177.9 acres
(c) 298.9 acres
(d) 276.9 acres

79. What is the importance of the palace 'Istana Nurul Iman' of the sultan of Brunei in the capital Bandar Seri Begawan?
(a) The most beautiful place
(b) The most costly place
(c)✓ The largest residential palace
(d) The smallest residential palace

80. How many rooms are there in Istana Nural Iman palace?
(a) 1388 (b)✓ 1788
(c) 1288 (d) 1588

81. First World Hotel is the world's largest hotel It has a total of 6,118 rooms. Where is it located?
(a) Thailand
(b) Saudi Arabia
(c) Los Vegas (d)✓ Malaysia

82. The largest restaurant in which 5000 customers can be seated is the Royal Dragon (Mang Gorn Luang). In which city is situated?
(a)✓ Bangkok (b) Formosa
(c) Beijing
(d) None of these

83. Which is the highest-capacity office, building in the world and largest by floor area?
(a) Red Square
(b) CIA Headquarters
(c) ICGB Headquarters
(d)✓ Pentagon

84. World's tallest completed skyscraper:
(a) World Trade Centre
(b)✓ Taipei 101
(c) CN Tower
(d) Petronas Twin Towers

85. Taipei 101, is situated at the city of Taipei in the:
(a) USA (b)✓ Taiwan
(c) S Korea (d) Malaysia

86. What is the height of Taipei 101?
(a) 601 meter (b) 500 meter
(c)✓ 509 meter (d) 490 meter

87. The sail-shaped Burj Al Arab or Arabian Tower in Dubai, United Arab Emirates, is the tallest hotel in the world. Its height is:
(a) 333 meter (b) 310 meter
(c)✓ 321 meter (d) 299 meter

88. Approximately 3,500 designees, engineer and building workers were involved in the construction of Arabian Tower. It was built on a man-made island which hosts 202 suits. What is its total floor area?
(a)✓ 111,480 m² (b) 444,480 m²
(c) 333,480 m² (d) 555,480 m²

89. Mention the super-tall skyscraper currently under construction in Dubai, United Arab Emirates, when it is completed in late 2008, it is predicted to be the tallest man-made structure in the world, as well as the tallest building by any measure?
(a) CN Tower
(b) UAE Tower
(c) Desert Tower
(d)✓ Burj Dubai

90. What is expected height of Burj Dubai (Dubai Tower)?
(a) 601 meter (b) 500 meter
(c)✓ 700 meter (d) Burj Dubai

91. Mention the hotel with the 333 metre (1,093 feet), 72 story skyscraper on Sheikh Zayed Road, Dubai, UAE that will become the world's tallest hotel, once it is occupied in April 2008.
(a)✓ Rose Tower (b) White Rose
(c) Dubai Tower
(d) UAE Tower

92. The largest football stadium which has normal capacity of 205,000 spectators is Maracana Municipal Stadium in Brazil. In which city it is located?
(a)✓ Rio de Janeiro
(b) Masco
(c) Rome (d) Hong Kong

93. The National Hockey Stadium Lahore is known as:
(a) Most Beautiful Stadium
(b) Highest Hockey Stadium
(c)✓ Largest Hockey Stadium
(d) Newest Hockey Stadium

94. What is the capacity of National Hockey Stadium Lahore?
(a)✓ 50,000 (b) 30,000
(c) 35,000 (d) 25,000

95. Which is the biggest sports festival?
(a) Sydney Olympics
(b) Montreal Olympics
(c)✓ The Olympic Games
(d) Tokyo Olympics

96. The fountain at Fountain Hills in USA's State Arizona is famous for being tallest fountain. What column is formed at tallest fountain's full pressure?
(a) 211.3 meter (b) 571.3 meter
(c) 371.3 meter (d)✓ 171.3 meter

97. The Greatest Waterfall is:
(a) Niagara Falls
(b) Cambodia Falls
(c)✓ Boyoma Falls
(d) US Falls

98. Boyoma falls is in Kisangani, the city of:
(a) Nairobi (b)✓ Congo
(c) Cape Town
(d) None of these

99. The Salta Angel, Venezuela is the highest waterfall. What is its total drop of?
(a) 919 meter (b) 879 meter
(c)✓ 979 meter (d) 910 meter

100. Which is the most famous waterfall?
(a) Bayoma Falls
(b) Hawaii Falls
(c)✓ The Niagara Waterfalls
(d) Bahamas Waterfalls

101. The Niagara Waterfalls are" located in:
(a) USA (b) Canada
(c)✓ Both of them
(d) None of them

102. The Kane Falls in Lao is known as the widest waterfall. Its width is 10.8 km. What is its flood flow?
(a) 6,50,000 cusecs per second flood flow
(b) 4,50,000 cusecs, per second flood flow
(c)✓ 1,50,000 cusecs per second flood
(d) 3,50,000 cusecs per second flood flow

103. The largest delta is created by The Ganga (Ganges) and Berhmputra rivers in Bangladesh and West Bengal in India. What is the area covered by this delta?
(a) 9,045,000 sq. km
(b) 4,045,000 sq. km
(c)✓ 7,045,000 sq. km
(d) 3,045,000 sq. km

104. The world's largest desert is located in Northern Africa. Name the desert?
(a) Cholistan (b) Thar
(c)✓ Sahara
(d) None of these

105. The area of the Sahara Desert is:
(a) 8,269,000 sq. km
(b) 5,269,000 sq. km
(c)✓ 9,269,000 sq. km
(d) 1,269,000 sq. km

106. With the length of 1226 km 'The Caspian Sea' is known as largest lake. In which countries it flows?
(a) Azerbaijan and Kazakhstan's
(b) Turkmenistan
(c) Russia and Iran
(d)✓ All of these

107. The Caspian Sea' covers an area of:
(a) 111,800 sq. km
(b) 411,800 sq. km
(c)✓ 371,800 sq. km
(d) 501,800 sq. km

108. Name the largest freshwater lake. Which is situated at US-Canada?
(a) Lake Canada
(b)✓ Lake Superior
(c) Lake USA
(d) Lake Hudson

109. What is the area of Lake Superior?
(a) 52,350 sq. km
(b) 62,350 sq. km
(c)✓ 82,350 sq. km
(d) 42,350 sq. km

110. By volume Lake Baikle is counted as

largest freshwater lake, with an estimated volume of 23,000 cubic km. It flows in Russia's city:

(a) Moscow (b) Leningrad
(c)✓ Siberia (d) Kremlin

111. Largest salt water lake with an area of 371,800 sq. km is located in Azerbaijan, Kazakhstan, Turkmenistan, Russia and Iran. Name the lake?
(a)✓ The Caspian Sea
(b) The Red Sea
(c) The Baltic Sea
(d) None of these

112. In Russia's city Siberia the deepest lake is located. What is the name of that lake?
(a) Lake USA
(b) Lake Canada
(c)✓ Lake Baikle
(d) None of these

113. Depth of Lake Baikle is:
(a) 1337 meter (b)✓ 1637 meter
(c) 1437 meter (d) 1137 meter

114. The River Nile in Egypt is known as the:
(a)✓ Longest river
(b) Smallest river
(c) Widest river
(d) Most beautiful river

115. In Egypt the longest big ship canal flows. What is the name of that canal?
(a)✓ Suez Canal (b) Nile Canal
(c) Egypt Canal
(d) Euphrates Canal

116. The length of Suez Canal is:
(a) 202.2 km (b) 332.2 km
(c)✓ 162.2 km (d) 422.2 km

117. Name the country with the shortest coastline?
(a) Macao (b) Sri Lanka
(c)✓ Monaco (d) Kuwait

118. The length of Monaco's coastline is:
(a) 3.61 km (b) 2.61 km
(c)✓ 5.61 km (d) 1.61 km

119. Canada is the country with the longest coastline. What is the length of its coastline?
(a) 111,798 km (b) 523,700 km
(c) 400,000 km (d)✓ 243,798 km

120. Which is the largest concrete dam?
(a) Tarbela Dam
(b) Mangla Dam
(c)✓ The Grand Coulee dam
(d) Hu Chin Dam

121. The Grand Coulee dam is situated at USA's state Washington on:
(a) Washington River
(b) Niagara River
(c)✓ Columbia River
(d) Hudson River

122. Across the Parana River on Paraguay-Argentina border the longest dam the Yacyreta Apipe Dam is located. What is its length?
(a)✓ 69.6 km (b) 39.6 km
(c) 29.6 km (d) 49.6 km

123. Longest continuous rock tunnel is Paijanne Water Tunnel in Southern Finland, Finland. What is its length?
(a)✓ 120 km (b) 110 km
(c) 130km (d) 100km

124. Seikan Rail Tunnel in Japan is known as the longest under Sea Tunnel. What is its length?
(a) 41.85 km (b)✓ 53.85 km
(c) 23.85 km (d) 13.85 km

125. The under-sea Seikan Rail Tunnel in Japan with the length of 53.85 km is famous for being the:
(a)✓ Longest Railway Tunnel
(b) Longest Road Tunnel
(c) Shortest Railway Tunnel
(d) Shortest Road Tunnel

126. Second Lake pontchartrain Causeway is the longest bridge by total length. It is situated in Louisiana. In which country Louisiana is situated?
(a) Canada (b) Israel
(c)✓ USA
(d) None of these

127. What is the length of longest bridge Second Lake Pontchartrain Causeway?
(a)✓ 38,422m (b) 39,422 m
(c) 36,422 m (d) 37,422 m

128. The country with the greatest length of railway track:"
(a) Russia (b) India
(c)✓ USA (d) Bangladesh

129. What is the length of railway track in the USA?
(a) 103,155 km (b)✓ 223,155 km
(c) 883,155 km (d) 443,155 km

130. The biggest square which extends over 98 acres is:
(a) Red Square
(b)✓ Tiananmen Square
(c) Green Square
(d) Beijing Square

131. In which city of China the biggest Square Tiananmen is situated?
(a)✓ Beijing (b) Tibet
(c) Sinkiang (d) Chu in

132. The widest road the Monumental Axis is located in Brasilia (capital of Brazil). What is its width?
(a) 150 meter (b) 450 meter
(c) 350 meter (d)✓ 250 meter

133. Trans-Siberian line from Moscow to Valadivostok (Russia) is known as;
(a)✓ Longest rail track
(b) Shortest rail track
(c) Busiest rail track
(d) Highest rail track

134. What is the length of longest rail track "Trans Siberian Line"?
(a) 8097 km (b) 7297 km
(c)✓ 9297 km (d) 3297 km

135. Lowest railway track was built in Japan which is 240 m below the sea level. Name that railway track?
(a) Nippon Tunnel
(b) Tokyo Tunnel
(c) Matsushita Tunnel
(d)✓ Seikan Tunnel

136. Grand Central Terminal is the largest railway station. In which city of USA it is situated?
(a) Washington (b)✓ New York
(c) Arizona (d) Cape Town

137. 'Grand Central Terminal' covers an area of:
(a) 41 acres (b)✓ 48 acres
(c) 43 acres (d) 45 acres

138. The Great Wall of China is famous for being a:
(a) Widest wall
(b)✓ Longest wall
(c) Oldest wall
(d) Highest wall

139. The Ghawar Field in Saudi Arabia and the Burgan Field in Kuwait are the largest oil fields. What are estimated oil reserves in each of these oilfields?
(a)✓ 60 billion barrels
(b) 50 billion barrels
(c) 40 billion barrels
(d) 70 billion barrels

140. The South Pars/North Dome Gas-Condensate field is a gas condensate field located in the Persian Gulf. It is the largest gas field in the world; its reserves are estimated to be around:
(a)✓ 1900 tcf (b) 1,700 tcf
(c) 1800 tcf (d) 2000 tcf

141. Urengoy gas field is the world's second largest natural gas field with over ten trillion cubic meters (10^{13} m^3) in total deposits. It lies in Yamalo-Nenets Autonomous Okrug in Tyumen Oblast of:
(a)✓ Russia (b) China
(c) Tajikistan (d) Kuwait

142. The Amoco refinery is the largest oil refinery. It is situated in Texas USA. What is its capacity?
(a) 133,111 barrels per day
(b) 733,220 barrels per day
(c)✓ 433,000 barrels per day
(d) 831,010 barrels per day

143. The oldest Pyramid is in Egypt which was constructed in about 2650BC. Name the oldest Pyramids?
(a)✓ The Djoser step pyramid Saqqara
(b) The Djoser step pyramid Egypt
(c) The Djoser step pyramid Baghdad
(d) None of these

144. Which is the tallest statue with height of 120 m?
(a)✓ The bronze statue of Buddha
(b) The Gold statue of Buddha
(c) The Iron statue of Buddha
(d) The Stone statue of Buddha

145. In which city of Japan the tallest bronze statue of Buddha has, been erected?
(a)✓ Tokyo (b) Kawasaki
(c) Nagasaki (d) Taka Shika

146. Al-Azaziyah, Tripolitania Libya is famous for being a:
(a) Coldest place
(b) Most dangerous place
(c)✓ Hottest place
(d) None of these

147. What temperature was recorded on 13 September 1922 at the hottest place?
(a)✓ 58°C (b) 48°C
(c) 38°C (d) 28°C

148. Vostok in Antarctica is the coldest place. What is the temperature of that area?
(a) —79.2°C (b) —19.2°C
(c)✓ —89.2°C (d) —59.2°C

149. Windiest place where gales reach 320 km per hour is situated in Antarctica at:
(a) The Common Bay
(b) The wealth Bay
(c) The Hudson Bay
(d)✓ The Commonwealth Bay

150. Yuma in Arizona State is the place with most sunshine where annual average of the sunshine is 91 per cent. In which country it is located?
(a)✓ USA (b) Russia
(c) China (d) Canada

151. Area with the least sunshine where nil sunshine is observed for 182 days a year is:
(a)✓ South Pole (b) North Pole
(c) None of these
(d) Both of them

152. The Lambert Glacier is the longest glacier, having at .least 700 km length. Where it is located?
(a) China (b) Canada
(c)✓ Australian Antarctic Territory
(d) Siberia

153. The port of New York and New Jersey in USA is the longest port. What is its stretch?
(a)✓ 238 Sq. km (b) 488 Sq. km
(c) 128 Sq. km (d) 188 Sq. km

154. 'Rotterdam' in the Netherlands is famous for being the:
(a) Busiest port
(b) Largest artificial harbour
(c)✓ Both of them
(d) None of them

155. What is the area covered by Rotterdam port?
(a) 200 sq. km (b) 300 sq. km
(c)✓ 100 sq. km (d) 400 sq. km

156. Name the country with the busiest airlines system?
(a) Japan (b) Russia
(c) Canada (d)✓ USA

157. Which is the largest airport?
(a)✓ King Khalid International Airport
(b) Tokyo International Airport
(c) Kennedy International Airport
(d) Karachi International Airport

158. King Khalid International Airport is in Saudi Arabia's city Riyadh. What is its area?
(a)✓ 221 sq. km
(b) 321 sq. km
(c) 521 sq. km
(d) 721 sq. km

159. Russian Military Mi-26 is the largest helicopter. What is its length?
(a) 29 metres (b)✓ 32 metres
(c) 24 metres (d) 20 metres

160. The MV. Lomonosov State University, world's largest university, contains 32 stories and 40.000 rooms. Where it is situated?
(a) USA (b) Canada
(c)✓ Moscow (d) UK

161. The oldest written language is:
(a) Sanskrit (b)✓ Chinese
(c) Japanese (d) English

162. Which is the most spoken language having an estimated speakers more than 1 billion?
(a) English (b)✓ Chinese
(c) French (d) Japanese

163. The Encyclopaedia Universal Illustrada Europeo-Americana is the largest Encyclopaedia. Over how many pages it stretches?
(a) 555,000 pages
(b)✓ 105,000 pages
(c) 605,000 pages
(d) 235,000 pages

The new encyclopedia Britannica (current 32-volume 16th edition contains 32,330 pages) is known as:
(a)✓ The largest encyclopeadia of English Language
(b) The largest encyclopaedia of Arabic Language
(c) The largest encyclopaedia of Urdu Language
(d) The largest encyclopaedia of Persian Language

165. Which is the largest library?
(a) The United states Library of Washington
(b)✓ The United States Library of Congress
(c) Washington Library
(d) None of them

166. How many items does the United States library of Congress contain?
(a) 238,433,000
(b) 358,433,111
(c)✓ 108,433,370
(d) 438,433,001

167. Longest biography which contains 4832 pages is:
(a) The biography of Richard Nixon
(b)✓ The biography of Sir Winston Churchill
(c) The biography of Sir Abraham Lincoln
(d) The biography of Sir Thomas Moor

168. What is the importance of Swedish official Journal "Push Och Imikes Tulningar"?
(a)✓ Oldest Newspaper
(b) Largest Newspaper
(c) Newest Newspaper
(d) None of these

169. When the oldest Newspaper was founded?
(a)✓ 1645 (b) 1625
(c) 1615 (d) 1605

170. Daily circulation of the oldest newspaper is:
(a) 17,565,774 (b) 19,565,774
(c) 18,565,774 (d)✓ 14,565,774

171. Having the publication of more than 4,235 newspapers which country is famous for most newspaper?
(a) USA (b) Canada
(c)✓ India (d) China

172. The. US Treasury's mint in Philadelphia is famous for being a:
(a) Smallest mint
(b) Most Protected mint
(c)✓ Largest mint
(d) Most Costly mint

173. Annual Capacity of US Treasury's Mint is:
(a) 15 billion coins
(b)✓ 12 billion coins
(c) 17 billion coins
(d) 18 billion coins

174. Largest Mosque is in Pakistan. Name the mosque?
(a) Shahi Mosque
(b) Abdullah Mosque
(c)✓ Shah Faisal Mosque
(d) Muhammad Mosque

175. Shah Faisal Mosque covers an area:
(a) 16.18 acres (b)✓ 46.87 acres
(c) 0.81 acres (d) 36.17 acres

176. Fort George in Ardersies, Highland, UK is known as:
(a) Highest fort
(b) Oldest fort
(c)✓ Most beautiful fort
(d) Largest fort

177. The Ashmolean Museum in, Oxford, UK is known as:
(a)✓ Oldest museum
(b) Largest museum
(c) Highest museum
(d) None of these

178. Name the leading film producing country?
(a) Russia (b) USA
(c)✓ India (d) China

179. Which country is, known as the largest car producer?

(a)✓ USA (b) Japan
(c) Canada (d) Korea

180. Most immigration country is:
(a)✓ USA (b) Canada
(c) China (d) Australia

181. Most emigration country is:
(a)✓ Mexico (b) Pakistan
(c) India (d) China

182. Longest frontier 16416 km exists between:
(a) China and India
(b) Australia and Japan
(c)✓ Canada and USA
(d) USA and Mexico

183. China is known as the country having most land frontiers. How many countries it bordered with her?
(a)✓ 16 (b) 19
(c) 20 (d) 22

184. Which country is the biggest foreign, aid donor?
(a)✓ Japan (b) USA
(c) Australia (d) Canada

185. Country with the largest GNP is:
(a)✓ USA (b) China
(c) Russia
(d) None of these

186. The country with the largest national debt:
(a) Russia (b) China
(c) India
(d)✓ United State

187. Which is the richest country?
(a) Canada (b) Russia
(c)✓ Switzerland
(d) None of these

188. Which is the poorest country?
(a)✓ Rwanda (b) Maldives
(c) Indonesia (d) India

189. Name the country with the largest foreign debt?
(a) China (b) Germany
(c)✓ USA (d) Italy

190. Name the country with the greatest monetary gold reserves?
(a) Canada (b)✓ USA
(c) South Africa
(d) Pakistan

191. Which country's budget is the largest budget?
(a) Canada
(b) South Africa
(c) Russia (d)✓ USA

192. Mention the country with the highest income tax rate?
(a) Norway (b) Canada
(c)✓ Denmark (d) USA

193. Income tax rate of Denmark is:
(a) 58 per cent (b)✓ 68 per cent
(c) 78 per cent (d) 88 per cent

194. Which country is known as lowest income-taxed sovereign country?
(a) Bahrain (b) Qatar
(c)✓ Both of them
(d) None of them

195. Name the country with most dentists?
(a)✓ United States (b) Russia
(c) Canada
(d) None of these

196. Which country has most psychologists and Psychiatrists?
(a) Canada (b) Russia
(c) China (d)✓ USA

197. Which country has highest number of physicians?
(a) Canada (b)✓ China
(c) USA (d) Russia

198. Mention the country having the highest number of hospitals?
(a)✓ China (b) USA
(c) Russia (d) Canada

199. In which country the highest number of divorces is observed?
(a) Maldives (2) Italy
(c) Romania (d)✓ USA

200. Name the country with the most telephone subscribers?
(a) Canada (b) Germany
(c) USA (d)✓ Hong Kong

201. Which country manufactures the largest number of colour televisions?
(a)✓ South Korea (b) Canada
(c) Malaysia (d) Japan

202. Name the country with the most post offices?
(a) USA (b)✓ India
(c) China (d) Italy

203. Who is the leading electricity producer in the world?
(a)✓ USA (b) India
(c) Canada (d) Germany

204. Which country is known as the largest paper producer?
(a) China (b) Canada
(c)✓ USA (d) Japan

205. Who is the largest crude oil producer having about 8 mln. barrel daily productions?
(a)✓ Saudi Arabia (b) USA
(c) Russia (d) Iran

206. Name the country with the largest crude oil reserves?
(a) USA (b) Russia
(c) Kuwait
(d)✓ Saudi Arabia

207. Saudi Arabia's reserves of crude oil are:
(a) 3 gigabarrels
(b)✓ 4 gigabarrels
(c) 2 gigabarrels
(d) 5 gigabarrels

208. Which country produces the largest amount of natural gas?
(a) India (b)✓ Russia
(c) China (d) Iran

209. Name the country with the largest natural gas reserves?
(a) India (b) Canada
(c) Italy (d)✓ Russia

210. Which country is the largest oil consumer?
(a)✓ USA (b) Russia
(c) Pakistan (d) China

211. The largest silver producer is:
(a) Pakistan (b) China
(c)✓ Mexico (d) Germany

212. The largest coal producer is:
(a)✓ China (b) UK
(c) Russia (d) Germany

213. Name the country which produces the largest quantity of wheat?
(a)✓ China (b) USA
(c) Russia (d) Pakistan

214. Largest wool producer is:
(a)✓ Australia (b) USA
(c) Russia (d) Italy

215. Largest cotton producer is:
(a) Russia (b) Pakistan
(c)✓ China
(d) None of these

216. In fish catching which of the following is the leading country?
(a) Russia (b)✓ China
(c) South Africa (d) England

217. Name the largest information technology employer in the world?
(a) Apple (b)✓ IBM
(c) Dell (d) Acer

218. Name the country with the largest expenditure on defence?
(a) Canada (b)✓ USA
(c) Russia (d) China

219. Which country produces the largest amount of arms?
(a)✓ USA
(b) South Africa
(c) Russia (d) China

220. Which war is notorious as bloodiest war?
(a) First World War
(b) American Civil War
(c)✓ Second World War
(d) Hundred Year War

221. Name the highest battlefield in the World?
(a) Jafna (b) Kashmir
(c)✓ The Siachen Glacier
(d) Tibet

222. The altitude of the Shachen Glacier is:
(a) 11,500 feet (b)✓ 21,500 feet
(c) 18,500 feet (d) 15,500 feet

223. Which country has the highest number of armed force per population?
(a) China
(b) South Korea (d) USA
(c)✓ North Korea

224. Name the country having largest regular armed force?
(a) USA (b)✓ China
(c) Canada (d) Israel

225. Which of the following is the largest army?
(a)✓ The army of the People's Republic of China
(b) Russian Army
(c) US Marine

(d) Royal Force, UK

226. The number of China's military force is:
(a)✓ 2.2 million (b) 3.1 million
(c) 1.2 million (d) 4.1 million

227. Which is the largest legislative assembly?
(a) US Congress
(b) Russian Duma
(c) British Parliament
(d)✓ National People's Congress of People's Republic of China

228. The Six Great Triads of China having more than 1 00,000 members worldwide is a:
(a)✓ Largest Criminal Organization
(b) Largest Trade Union
(c) Largest Army
(d) Largest Charity Organization

229. Which and where is the largest commercial bank?
(a) City Bank USA
(b) Grindlays Bank
(c) Bank Alflah
(d)✓ Bank of Tokyo-Mitsubishi in Japan's city Tokyo

230. Name Bank with the most branches?
(a) Bank of Japan
(b) Bank of America
(c)✓ The State bank of India
(d) Bank of Tokyo

231. Which institution is known as the largest employer?
(a) US Army
(b) US Government
(c)✓ Indian Railways
(d) Indian Govt.

232. The Boeing company in Seattle Washington, USA is the:
(a) Largest manufacturer of Helicopters
(b) Largest manufacturer of Car Engines
(c)✓ Largest manufacturer of Commercial planes
(d) Largest manufacturer of Fighter planes

233. Largest oil company belongs to USA Name that company?
(a)✓ The Exxon corporation
(b) Total (c) Shell
(d) Texas Union

234. In which city of the Netherlands the largest market of diamond is situated?
(a) Holland (b) Pairs
(c)✓ Amsterdam (d) Belgium

235. World's fastest growing plant can grow up to feet a day. Name that plant?
(a) Oak (b) Date
(c)✓ Bamboo
(d) None of these

236. Forest of Coniferous is the largest forest. Where it is located?
(a) USA (b)✓ Russia
(c) China (d) Canada

237. Total wooded area of the forest of coniferous is:
(a)✓ 2,700,000,000 acres
(b) 8,700,000,000 acres
(c) 4,700,000,000 acres
(d) 7;700,000,000 acres

238. Which is the largest, heaviest and longest mammal and animal?
(a) Shark (b) Elephant
(c)✓ Blue whale (also called Sibbald's rorqual)
(d) None of these

239. Largest land living animal and mammal with average adult height of 3 to 3.7 meter is:
(a) Asian bush elephant
(b) African Tiger
(c)✓ African Bush elephant
(d) Bengal's Tiger

240. In terms .of weight name the smallest marine mammal, whose weight varies from 23 kilogram to 35 kilogram?
(a) Shark
(b) American Dolphin
(c) Blue Whale
(d)✓ Commerson's Dolphin

241. Which is the fastest land animal?
(a)✓ Cheetah or hunting Leopard
(b) Bengal's Tiger
(c) African Tiger
(d) None of these

242. Which is the fastest marine mammal?

(a) Whale (b) Blue Whale
(c) Shark
(d)✓ Bull killer Whale

243. The 'Male Giraffe' is known as:
(a)✓ Tallest animal
(b) Mast dangerous animal
(c) Tallest mammals
(d) Heaviest-animal

244. Which is the fastest land bird?
(a)✓ Ostrich
(b) Indian Sparrow
(c) Eagle
(d) Indian parrot

245. Which is the fastest flying bird?
(a) Indian Falcon
(b) African Falcon
(c)✓ The Peregrine Falcon
(d) Australian Falcon

246. Which bird lays largest egg?
(a) Kiwi (b) Ostrich
(c)✓ Both of them
(d) None of them

247. Name the largest fish?
(a)✓ Whale Shark
(b) Blue Whale
(c) Dolphin
(d) White Whale

248. Mention the country having most billionaires with 108?
(a) Japan (b)✓ USA
(c) Saudi Arabia (d) Canada

249. Who is the first lady Prime minister in the world?
(a) Benazir Bhutto
(b)✓ Mrs. Sirimava Bandaranaike
(c) Karina Akina
(d) Margrate Thatcher

250. Name the first woman president of the UN General Assembly?
(a) Mrs. Kumara Tunga of Sri Lanka
(b) Benazir Bhutta of Pakistan
(6)✓ Pandit Vijayalakshmi of India
(d) Pandit Vijay Lakshmi Nepal

251. Name the first UN Secretary-General:
(a)✓ Mr. Trygre Lie of Norway
(b) Mr. William of USA
(c) Mr. Jorge Lie of Italy
(d) Mr. David of USA

252. First disabled person to scale Mount Everest was:
(a) Tom Whittaker of Russia
(b) Tom Whittaker of China
(c) Tom Whittaker of Italy
(d)✓ Tam Whittaker of USA

253. Name of first man who set foot on the moon?
(a) Andre Gromeko
(b)✓ Neil Arm Strong
(c) Andre Soharev
(d) Gerry Smith

254. Who was the first Muslim who went into space?
(a) Prince Sultan Salman Saud of Emirates
(b) Prince Sultan Salman Saud of Maldives
(c) Prince Sultan Salman Saud of Jordan
(d)✓ Prince Sultan Salman Saud of Saudi Arabia

255. Who was the first man to be sent in space?
(a) Aleksey A. Leonov
(b) Neil Arm Strong
(c)✓ Fligt Majar Yuriy Al Akscyevich Gagarin
(d) Valentina Vladimirovna

256. Who was the first woman to be sent in space?
(a)✓ Junior Lieutenant Valentina Vladimirovna Tereshkova of the former Soviet Union
(b) Yuriy Alekscyevich Gagarin
(c) Aleksey A. Leonov
(d) Neil Arm Strong

257. Name of the first man who did walk in space?
(a) Yuriy Alekscyevich Gagarin
(b) Neil Arm Strong of USA
(c)✓ Lt-col Aleksey A. Leonov of the former Soviet Union
(d) Junior Lieutenant Vladimirovna Tereshkova

258. Which was the first animal to be sent in space?
(a)✓ Laika the dog (sent by Russians)
(b) Laika, the sheep (sent by

Russians)
(c) Dolly, the dog (sent by the USA)
(d) Dolly, the sheep (sent by the USA)

259. Which was the first artificial satellite?
(a)✓ Sputnik I, of the former Soviet Union
(b) Suez I, of the former Soviet Union
(c) Apollo I, of the USA
(d) Skylab of the USA

260. Which was the first wheeled vehicle on the moon?
(a) Sputnik I, of the former USSR
(b)✓ Lunakhod I of the former USSR
(c) Apollo I, of the USA
(d) Skylab of the USA

261. First reusable manned space vehicle was:
(a) NASA space shuttle of the USA
(b) Sputnik I, of the former USSR
(c) Skylab of the USA
(d)✓ Columbia space shuttle of USA

262. When was first human heart transplanted?
(a) 3 December, 1966
(b) 3 December, 1968
(c)✓ 3 December, 1967
(d) 3 December, 1969

263. The first human heart was transplanted to:
(a) Bacney B. Clark
(b) Grote Schuur
(c) Lichirou Tsuruyama
(d)✓ Louis Washkansky

264. The first human heart transplant operation was done at the Grote Schuur'Hospital in Cape Town. South Africa by Barnard, Christiaan Neethling. Name the Valentina first man to receive an artificial heart?
(a) Louis Washkansky
(b) Louise Brown
(c)✓ Dr. Bacney B. Clark
(d) RH. Lawler

265. Name the first test-tube baby?
(a)✓ Louise Brown
(b) Louis Washkansky
(c) RH. Lawler
(d) Tom Whittaker

266. First liver transplant recipient was:
(a) R.H. Lawler
(b) Louise Brown
(c)✓ Lichirou Tsuruyama of Japan
(d) Yuriy Alekseyevich

267. First person to receive a permanent electric heart:
(a) Tom Whittaker
(b)✓ Mr. Abel Goodman
(c) Louise Brown
(d) RH. Lawler

268. Who performed first kidney transplantation?
(a)✓ RH. Lawler of USA
(b) Yuriy Alekseyevich
(c) Louise Brown
(d) Louis Washkansky

269. Which was worst influenza?
(a) World-wide influenza in 1910-11
(b) World-wide influenza in 1818-19
(c)✓ World wide influenza, in 1918-19
(d) World wide influenza in 1930-31

270. How many people were killed in World Wide influenza?
(a) 4,640,000
(b) 17,640,000
(c)✓ 21,640,000
(d) 12,640,000

271. Country with the greatest number of industrial robots having approximately 525,000 robots is:
(a) Canada (b) USA
(c)✓ Japan (d) Russia

272. Name the most infectious disease with a mortality rate of about 99.99 per cent?.
(a) AIDS (b) Hepatitis B
(c)✓ The Penumonic form of Plague
(d) Cancer

273. AIDS is counted as:
(a)✓ Deadliest disease
(b) Newest disease
(c) Most horrible disease

None of these
... is biggest stock exchange?
Tokyo Stock exchange, Japan
Chicago Stock exchange, USA
Washington Stock Exchange USA
The New York Stock Exchange, USA

... general-purpose computer is:
IBM Red Chip
IBM Blue Chip
Gray Y-MP C 90 super computer
Compaq Master Computer

... biggest personal computer (PC) company is:
Dell (b)✓ HP
IBM (d) Apple

Which is the biggest restaurant Chain?
KFC
Super Foods
McDonald's
General Foods

Which is the biggest publishing company?
Bantam Company
Bertelsmann AG of Germany
McGraw Hills Inc.
None of these

Which is the biggest beverage company?
(a) Pepsi Cola (b)✓ Coca Cola
Royal Cola
None of them

Which country's education budget is counted as highest education budget?
(a) Canada (b) Finland
(c)✓ Both of them
None of them

How much Canada and Finland spend of their GDP on education?
(a) 4.2% (b) 3.1%
(c)✓ 7.3% (d) 5.2%

Country with the highest health budget is:
(a) Canada (b) China
(c)✓ USA
(d) Saudi Arabia

Country with the most industrial economy is:
(a) USA. (b)✓ Belarus
(c) Canada (d) Russia

284. Country which suffers from the highest number of murder rate is:
(a) China (b) Canada
(c) Italy (d)✓ USA

285. Name the country with the most executions?
(a) Saudi Arabia (b) USA
(c) Italy (d)✓ China

286. Which country possesses the largest foreign exchange reserves?
(a)✓ Japan (b) Canada
(c) Germany (d) USA

287. Which ship accident is called worst ship accident?
(a) Sinking of Keneddy
(b) Sinking of Royal Giant
(c) Sinking of Losiana the Great
(d)✓ Sinking of Titanic after hitting an iceberg

288. Titanic sinked in Halifa, Canada, on April 15, 1912. How many people died in this accident?
(a) 3,513 (b) 2,513
(c)✓ 1,513 (d) 4,513

289. Which country has most TV sets?
(a)✓ China (b) Canada
(c) USA (d) India

290. Which country has most VCR's?
(a)✓ USA (b) Canada
(c) Japan (d) India

291. Leading nuclear electricity producing country is:
(a) Canada (b)✓ USA
(c) Australia (d) Canada

292. Point out the country with the most nuclear reactors?
(a) Canada (b)✓ USA
(c) Ukraine (d) Russai

293. Largest nuclear power station is working in Ukraine. Name it?
(a)✓ Zaporozhe power station
(b) Ukraine power station
(c) Zapo power station
(d) None of these

294. The gross output of Zaporozhe power station is:

(a)✓ 4000 mw (b) 500.0 mw
(c) 7000 mw (d) 6000 mw

295. The ERR-1 is the first nuclear power station producing electricity; Where it is located?
(a)✓ USA (b) Canada
(c) China (d) Russia

296. 21[st] June (rarely 22[nd] June) is counted as:
(a) Honest day
(b)✓ Longest day
(c) Shortest day
(d) None of these

297. Nitrogen is the most common element. Its ratio by volume in atmosphere is 78.8 percent. What it is ratio by mass?
(a) 70.52 per cent
(b) 69.52 per cent
(c)✓ 75.52 per cent
(d) 80.52 per cent

298. Most common element in the universe is:
(a) Oxygen (b)✓ Hydrogen
(c) Sulphur (d) Neon

299. Longest bone in human body is:
(a)✓ The thigh bone or femur
(b) Neck bone
(c) Back bone
(d) None of these

300. What is the length of femur in a 5 feet tall man?
(a) 20.1 inches
(b)✓ 19¾ inches
(c) 11.5 inches
(d) 15 ¾ inches

301. Smallest bone in human body is:
(a)✓ The staps or stirrup bone (in the middle ear)
(b) Had bone
(c) Finger bone
(d) Bone in chest

302. Which is the most abundant mineral in the human body?
(a) Oxygen (b)✓ Calcium
(c) Nitrogen (d) Helium

303. Which is the commonest element in the earth?
(a)✓ Iron (b) Calcium
(c) Silver (d) Manganese

304. Lightest metal is:
(a) Carbon (b) Zinc
(c)✓ Lithium (d) Sodium

305. Densest Metal is:
(a) Carbon (b) Lithium
(c)✓ Osmium (d) Manganese

306. Name the hardest element?
(a)✓ Diamond (b) Calcium
(c) Carbon (d) Iron

307. First clones animal is:
(a) Dotty (Donkey)
(b) Dolly (Mohkey)
(c)✓ Dolly (Sheep)
(d) Alpha (Sheep)

308. International Bank for Reconstruction and Development (1 BRD) or World Bank is known as:
(a) Largest Commercial bank
(b)✓ Largest Development bank
(c) First Development bank
(d) Largest Financial bank

309. Country with the highest- defence budget is:
(a)✓ USA (b) Russia
(c) Canada (d) China

310. Which is the most expensive painting?
(a) Mona Lisa
(b)✓ Portrait of on Gachet Vincent Van Gogh
(c) Both of them
(d) None of them

311. Name one of the richest person who is the owner of supermarket chains, Walmart and Asta, with the fortune worth pound 45.3 billions?
(a)✓ Robson Walton
(b) Prince Muda
(c) Bill Gates
(d) None of these

312. The world's biggest cemetery is Ohlsdorf cemetery in Hamburg, Germany. What is its area?

(a)✓ 988 acres (b) 688 acres
(c) 788 acres (d) 588 acres

313. The world's tallest lighthouse is located at Yamashita Park in Yokohama, Japan. What is its name?
(a) Iron Marine Tower
(b)✓ Steel Marine Tower
(c) Steel Tower
(d) Japan Tower

314. Steel Marine Tower has the power of 600,000 candelas and a visibility range of 32 km (20 miles). What is its height?
(a) 206 meter (b) 306 meter
(c) 406 meter (d)✓ 106 meter

315. Name the country where female ratio is very less in population having only 566 females for 1000 males?
(a)✓ UAE (b) Kuwait
(c) USA (d) Afghanistan

316. Second largest country is located in North America with an area of 9,970,610 sq. km. Name the country?
(a) USA (b)✓ Canada
(c) Argentine (d) Mexico

317. China; located in Asia, is the third largest country in the World. Its area is:
(a) 5,572,900 sq. km
(b) 7,572,900 sq. km
(c)✓ 9,572,900 sq. km
(d) 6,572,900 sq. km

318. Which of the following is the fourth largest country with an area of 9,372,571 sq. km?
(a) Canada (b) Russia
(c) China (d)✓ USA

319. India, located in Asia, with an area of 3,064,063, is the:
(a) 2[nd] largest country in the world
(b)✓ 7[th] largest country in the world
(c) 4[th] largest country in the world
(d) 5[th] largest country in the world

320. Which of the following is the second most populous country, the growth rate of which is 1.72%?
(a) China (b) USA
(c)✓ India (d) Bangladesh

321. Mention the first Muslim woman who is elected as the president of UN general assembly?
(a)✓ Haya Rashid Al Khalifa
(b) Aneesa Jilani
(c) Sameena Hanbai
(d) Shameem Irani

322. Name the first country who gave the women right to vote in 1893?
(a) USA (b) Australia
(c) France
(d)✓ New Zealand

323. Which bank first time issued travellers cheque?
(a) British Express
(b)✓ American Express
(c) City Bank
(d) Russian Express

324. Larissa Latynina is the woman who won the highest number of medals in:
(a) Asion Games
(b) Common Wealth games
(c)✓ Olympic Games
(d) None of these

325. Name the recent state to join USA?
(a)✓ Hawaii (b) New York
(c) Alaska
(d) None of these

326. Maureen Connolly is the first woman who won:
(a)✓ Grand Slam
(b) Wimbledon
(c) British Open
(d) US Open

327. Don Budge is the tennis player who first time won the Grand Slam. Name that Tennis player who Wimbledon singles championship five consecutive times?
(a)✓ Don Budge (b) Bjorn Bong
(c) Boris Baker
(d) None of these

328. The paper currency was first introduced by:

(a) Egypt (b) Greece
(c)✓ China (d) Italy

329. Which is the longest river in Asia?
(a) Indus (b) Ganges
(c) Brahmaputra (d)✓ Yangtze

330. Which is the world's largest internet search engine?
(a) Yahoo (b) Gigablast
(c)✓ Google
(d) MSN Search

331. Who is the world's longest current reigning Monarch?
(a) King of Japan
(b)✓ King of Thailand
(c) Queen of England
(d) King of Sweden

332. Which one is the first International Organization?
(a) United Nations
(b) Common Wealth
(c) Organization of African Unity
(d)✓ League of Nations

333. Which of the following is the world's oldest International Human Rights Organization?
(a)✓ Anti-Slavery
(b) Amnesty International
(c) Freedom House
(d) Asia Watch

334. The world's highest life expectancy at birth is in Japan while the lowest is in:
(a) Niger (b)✓ Rwanda
(c) Zambia
(d) None of these

335. Which of the following countries is the highest solar energy user in the world?
(a) Switzerland (b)✓ Germany
(c) Netherlands
(d) None of these

336. The world record of highest Test Cricket Score by a team is of:
(a)✓ Sri Lanka (b) India
(c) Australia (d) West Indies

337. Which is the biggest bird?
(a) Eagle (b) Owl
(c) Kiwi, (d)✓ Ostrich

338. When the first 'Islamic Satellite' for crescent sighting will be launched from Egypt?
(a) 2006 (b) 2007
(c) 2008 (d)✓ 2010

339. What was the name of the world's first USSR's artificial satellite sent in to space in 1957?
(a) Explorer 1 (b)✓ Sputnik 1
(c) Apollo 1
(d) Challenger 1

340. The world's largest coral reef 'The Great Barrier Reef' is in which country?
(a) Canada (b) Sweden
(c)✓ Australia (d) France

341. America sent spacecraft on every planet in the solar system except:
(a) Mercury (b) Venus
(b) Jupiter (d)✓ Pluto

342. According to a recent World Bank report which is the most polluted city of the world?
(a)✓ Beijing (b) Delhi
(c) Karachi
(d) Mexico City

343. Neil Armstrong was the first man landed On Moon, he was followed by:
(a)✓ Edwin E. Aldrin
(b) Michael Alien Collins
(c) Peter Conrad
(d) Alan Lavern Bean

344. Mention the smallest Muslim country by population in the world?
(a) Bahrain (b) Kuwait
(c) Qatar (d)✓ Maldives

345. Who is world's longest serving current republican Head of State:
(a) Eamon de Valera of Ireland
(b) Fidel Castro of Cuba
(b) Akihito of Japan
(d)✓ Omar Bongo of Gabon

346. Who has the honour of becoming Oldest Head of State elected in a popular election (he was re-elected

President of ireland aged 84 in 1966)?
(a)✓ Eamon de Valera
(b) Fidel Castro
(c) Omar Bongo
(d) None of them

347. Mention the longest serving Head of State of the 20th Century?
(a)✓ Emperor Hirohito of Japan
(b) Michael Alien of Gabon
(c) Peter Conrad
(d) Alan Lavern Bean of China

348. Mention the smallest Muslim country by population in the World?
(a) Bahrain (b) Kuwait
(c) Qatar (d)✓ Maldives

349. Which is the world's largest Islamic country by population?
(a) Sudan (b) Kazakhstan
(c)✓ Indonesia (d) Pakistan

350. Which country has won World Cup Football five times?
(a) Italy (b)✓ Brazil
(c) Germany
(d) None of these

351. Who was the first Viceroy of British India?
(a)✓ Lord Canning
(b) Lord Lyton
(c) Lord Clive
(d) Lord Hardings

352. Who is the tallest man in the world?
(a) Ahmad Bilal
(b) Alam Channa
(c) Bin Bella
(d)✓ Robert Pershing Wadlow

353. Who is the shortest?
(a) Ahmad Sardar
(b) David Renzo
(c)✓ Gul Mohammed
(d) Saleem Pasha

354. Mention the heaviest man in the world?
(a) Jon Brower David
(b)✓ Jon Brower Minnoch
(c) Gul Naseer
(d) None of the above

355. Mention the heaviest woman?
(a)✓ Carol Yager
(b) Anita Banat
(c) Sofia Yager
(d) Sameeta Partab.

356. Which is the first regular television service in the world?
(a) VOA (b) VOG
(c) BBC
(d)✓ Deutsche Fernsehefunk

357. Mention the longest continuously operating television channel in the world?
(a) Fernsehefunk
(b) BBC
(c)✓ BBC One (d) VOA

358. Which is the least densely populated country?
(a) Italy (b)✓ Mongolia
(c) Germany (d) Brazil

359. Pick out the newest country (as a successor state)?
(a)✓ Serbia (b) Ache
(c) Sarajevo (d) Darfur

360. Which is the largest international organisation:
(a) Asia Watch
(b)✓ United Nation
(c) Interpol
(d) Amnesty International

361. Mention the largest trade bloc (in the number of people)?
(a) European Union
(b)✓ SAARC
(c) NAFTA
(d) None of the above

362. Pick out the larges trade bloc in terms of GDP (PPP)?
(a)✓ NAFTA
(b) European Union
(c) SAFTA (d) SAPTA

363. Treaty of Windsor is the oldest alliance treaty still in operation. Among which countries it exists?
(a) USA and Canada
(b) England and Egypt

(a) Egypt (b) Greece
(c)✓ China (d) Italy

329. Which is the longest river in Asia?
(a) Indus (b) Ganges
(c) Brahmaputra (d)✓ Yangtze

330. Which is the world's largest internet search engine?
(a) Yahoo (b) Gigablast
(c)✓ Google
(d) MSN Search

331. Who is the world's longest current reigning Monarch?
(a) King of Japan
(b)✓ King of Thailand
(c) Queen of England
(d) King of Sweden

332. Which one is the first International Organization?
(a) United Nations
(b) Common Wealth
(c) Organization of African Unity
(d)✓ League of Nations

333. Which of the following is the world's oldest International Human Rights Organization?
(a)✓ Anti-Slavery
(b) Amnesty International
(c) Freedom House
(d) Asia Watch

334. The world's highest life expectancy at birth is in Japan while the lowest is in:
(a) Niger (b)✓ Rwanda
(c) Zambia
(d) None of these

335. Which of the following countries is the highest solar energy user in the world?"
(a) Switzerland (b)✓ Germany
(c) Netherlands
(d) None of these

336. The world record of highest Test Cricket Score by a team is of:
(a)✓ Sri Lanka (b) India
(c) Australia (d) West Indies

337. Which is the biggest bird?
(a) Eagle (b) Owl
(c) Kiwi, (d)✓ Ostrich

338. When the first 'Islamic Satellite' for crescent sighting will be launched from Egypt?
(a) 2006 (b) 2007
(c) 2008 (d)✓ 2010

339. What was the name of the world's first USSR's artificial satellite sent in to space in 1957?
(a) Explorer 1 (b)✓ Sputnik 1
(c) Apollo 1
(d) Challenger 1

340. The world's largest coral reef 'The Great Barrier Reef' is in which country?
(a) Canada (b) Sweden
(c)✓ Australia (d) France

341. America sent spacecraft on every planet in the solar system except:
(a) Mercury (b) Venus
(b) Jupiter (d)✓ Pluto

342. According to a recent World Bank report which is the most polluted city of the world?
(a)✓ Beijing (b) Delhi
(c) Karachi
(d) Mexico City

343. Neil Armstrong was the first man landed On Moon, he was followed by:
(a)✓ Edwin E. Aldrin
(b) Michael Alien Collins
(c) Peter Conrad
(d) Alan Lavern Bean

344. Mention the smallest Muslim country by population in the world?
(a) Bahrain (b) Kuwait
(c) Qatar (d)✓ Maldives

345. Who is world's longest serving current republican Head of State:
(a) Eamon de Valera of Ireland
(b) Fidel Castro of Cuba
(b) Akihito of Japan
(d)✓ Omar Bongo of Gabon

346. Who has the honour of becoming Oldest Head of State elected in a popular election (he was re-elected

President of Ireland aged 84 in 1966)?
(a)✓ Eamon de Valera
(b) Fidel Castro
(c) Omar Bongo
(d) None of them

347. Mention the longest serving Head of State of the 20th Century?
(a)✓ Emperor Hirohito of Japan
(b) Michael Alien of Gabon
(c) Peter Conrad
(d) Alan Lavern Bean of China

348. Mention the smallest Muslim country by population in the World?
(a) Bahrain (b) Kuwait
(c) Qatar (d)✓ Maldives

349. Which is the world's largest Islamic country by population?
(a) Sudan (b) Kazakhstan
(c)✓ Indonesia (d) Pakistan

350. Which country has won World Cup Football five times?
(a) Italy (b)✓ Brazil
(c) Germany
(d) None of these

351. Who was the first Viceroy of British India?
(a)✓ Lord Canning
(b) Lord Lyton
(c) Lord Clive
(d) Lord Hardings

352. Who is the tallest man in the world?
(a) Ahmad Bilal
(b) Alam Channa
(c) Bin Bella
(d)✓ Robert Pershing Wadlow

353. Who is the shortest?
(a) Ahmad Sardar
(b) David Renzo
(c)✓ Gul Mohammed
(d) Saleem Pasha

354. Mention the heaviest man in the world?
(a) Jon Brower David
(b)✓ Jon Brower Minnoch
(c) Gul Naseer
(d) None of the above

355. Mention the heaviest woman?
(a)✓ Carol Yager
(b) Anita Banat
(c) Sofia Yager
(d) Sameeta Pariah.

356. Which is the first regular television service in the world?
(a) VOA (b) VOG
(c) BBC
(d)✓ Deutsche Fernsehefunk

357. Mention the longest continuously operating television channel in the world?
(a) Fernsehefunk
(b) BBC
(c)✓ BBC One (d) VOA

358. Which is the least densely populated country?
(a) Italy (b)✓ Mongolia
(c) Germany (d) Brazil

359. Pick out the newest country (as a successor state)?
(a)✓ Serbia (b) Ache
(c) Sarajevo (d) Darfur

360. Which is the largest international organisation:
(a) Asia Watch
(b)✓ United Nation
(c) Interpol
(d) Amnesty International

361. Mention the largest trade bloc (in the number of people)?
(a) European Union
(b)✓ SAARC
(c) NAFTA
(d) None of the above

362. Pick out the larges trade bloc in terms of GDP (PPP)?
(a)✓ NAFTA
(b) European Union
(c) SAFTA (d) SAPTA

363. Treaty of Windsor is the oldest alliance treaty still in operation. Among which countries it exists?
(a) USA and Canada
(b) England and Egypt

(c) England and Australia
(d)✓ France and Portugal

364. Althing is the oldest parliament in the world. Of which of the following countries this parliament belongs?
(a) England (b) Poland
(c) Germany (d)✓ Iceland

365. National Council is the smallest parliament in the world. To which country this parliament belongs?
(a) England (b)✓ Monaco
(c) France (d) Poland

366. Which is the largest cabinet in the world?
(a) Canada (b) Sweden
(c)✓ State Council, China
(d) France

367. Which is the first country to allow women to stand for election?
(a) USA (b) Belgium
(b) Morocco (d)✓ Norway

368. Who is the oldest parliamentarian to win an election:
(a)✓ Senator Strom Thurmond
(b) Senator Thomas Moore
(c) Senator G Washington
(d) Senator Clinton

369. Who is the youngest parliamentarian to win an election?
(a)✓ Lawrence Springborg
(b) Michael Allen Collins
(c) Peter Conrad
(d) Alan Lavern Bean

370. Name the first parliamentarian?
(a) Peter Conrad
(b) Alan Lavern Bean
(c) Thomas Moore
(d)✓ Georgin Beyr

371. What is uniqueness of Imperial House of Japan, Japan?
(a)✓ It is oldest monarchy
(b) It is longest monarchy
(b) Both of above
(d) None of above

372. The longest serving head of state ever was King Pepi II. To which country he did belong?
(a)✓ Egypt (b) Lebanon
(c) Persia (d) England

373. Oldest serving President of a country is Ratu Josefa Iloilo Uluivuda. Mention his country?
(a)✓ Fiji (b) Singapore
(c) Japan (d) Thailand

374. Which country has most number of heads of state (seven)?
(a) Bahrain (b) Mexico
(c) Belgium (d)✓ Switzerland

375. Which of the following is the highest valued currency unit?
(a) US dollar (b) Euro
(c)✓ Kuwaiti dinar
(d) British Pound

276. Pick out the lowest valued currency unit?
(a)✓ Vietnamese dong
(b) Italy lira
(c) Malta dollar
(d) Bangladeshi rupee

377. Which of the following enjoys the highest rate of inflation?
(a)✓ Zimbabwean dollar
(b) Thai bath
(c) Italian lira
(d) Yietnamese dong

378. With which currency the highest of inflation (historical) is recorded?
(a) Thai Baath
(b) Italian lira
(c) Zimbabwean dollar
(d)✓ Hungarian pengo

379. With which currency the lowest rate of inflation is associated?
(a)✓ Barbados dollar
(b) Euro
(c) US dollar
(d) Indian rupee

380. Mention the country with the highest GDP per capita?
(a) S Africa
(b)✓ Luxembourg
(c) America (d) Germany

381. The country with the lowest GDP per capita is:
(a)✓ Malawi (b) Bhutan
(c) Maldives (d) Congo

382. Mention the country where we can find highest rate of income tax?
(a) France (b)✓ Denmark
(c) USA (d) Australia

383. In which country highest rate of income tax (historical) is recorded?
(a) USSR (b)✓ Sweden
(c) Brazil (d) Hungary

384. The largest pyramid is Great Pyramid of Choula. What is its size?
(a) 5.45 million m^3
(b) 3.45 million m^3
(c)✓ 4.45 million m^3
(d) 2.45 million m

385. The tallest pyramid. Great Pyramid of Giza. What is its current height?
(a) 148.8 meter (b)✓ 138.8 meter
(c) 128.8 meter (d) 130.8 meter

386. Heaviest sculpture in the world is the Statue of liberty. What is its weight?
(a)✓ 24000 tons (b) 14000 tons
(c) 22000 tons (d) 29000 tons

387. Which is the largest Commercial' aircraft?
(a) Concord (b) C-130
(c)✓ Antonov An-225
(d) None of these

388. Mention the largest passenger aircraft?
(a) Airbus A180
(b)✓ Airbus A380
(c) Jumbo (d) Concord

389. Which is the longest naval vessel?
(a) Russian Agatha
(b)✓ USS Enterprise
(c) French Augusta
(d) None of these

390. Mention the largest Battleship?
(a)✓ Japanese battleship Yamato
(b) US Great Washington
(c) Chinese Great Warrior
(d) French Great Sea

391. Akashi-Kaikyo Bridge Kobe-Naruto Route, Japan is r the world's largest suspension bridge. What is its span?
(a)✓ 1991 meter (b) 5,000 meter
(c) 1001 meter (d) 1750 meter

392. Which of the following country has not constitution?
(a)✓ Israel
(b) New Zealand
(c) Britain (d) Romania

393. Which of developing country was the biggest arms buyer last year in the world?
(a)✓ India (b) Iran
(c) Saudi Arabia (d) China

394. The saltiest sea is:
(a) Arabian Sea
(b) Mediterranean Sea
(c) Red Sea (d)✓ Dead Sea

395. The longest public-use runway in the world is Qamdo Bangda Airport, in Bangda, Qamdo
(a)✓ China (b) India
(c) Saudi Arabia (d) Russia

396. Identify the largest continent among the followings?
(a) Europe (b) Africa
(c) America (d)✓ Asia

397. The area of the continent Asia is 44,614,000 sq. km. how much percentage of the world's current human population is living in this continent?
(a)✓ 60% (b) 20%
(c) 30% (d) 50%

398. Which is the most populous continent?
(a) Africa (b)✓ Asia
(c) America (d) Europe

399. The population of Asia is:
(a)✓ 4 billion (b) 2.1 billion
(c) 1.6 billion (d) 3.6 billion

400. The least populous continent is:
(a) Europe (b)✓ Australia
(c) Antarctica
(d) None of these

401. Continent Australia's population is:
(a) 11.15 million
(b)✓ 18.61 million
(c) 10.16 million
(d) 12.17 million

402. The distinction of the continent Antarctica is:

(a) Most populated continent
(b) Least populated continent
(c)✓ Uninhabited Continent
(d) Warmest continent

403. In land size which is the largest country?
(a) India (b)✓ Russia
(c) China (d) America

404. The area of the Russia is:
(a)✓ 17,075,400 sq. km.
(b) 19,075,400 sq. km
(c) 21,075,400 sq. km
(d) 11,075,400 sq. km.

405. Vatican City is the smallest country in the world. What is its total area?
(a) 111.2 acres (b) 115.4 acres
(c)✓ 108.7 acres (d) 118.2 acres

406. Rudi Koertzen a famous Umpire of Cricket belongs to:
(a)✓ South Africa (b) England
(c) Australia
(d) New Zeeland

407. The famous batsman Michael Clarke belongs to:
(a) England (b)✓ Australia
(c) Sri Lanka
(d) New Zeeland

408. The famous batsman Michael Hussey [illegible] to:
(a)✓ Australia (b) England
(c) New Zeeland (d) Sri Lanka

409. A famous bowler Mitchell Johnson belongs to which country:
(a) England
(b) New Zeeland (c)✓ Australia
(d) Sri Lanka

410. Doug Bollinger a famous player of cricket belongs to which country:
(a)✓ Australia
(b) New Zeeland
(c) England
(d) Sri Lanka

411. Name the black president of America who won the Nobel Price for Peace in 2009-2010:
(a)✓ Barack Obama
(b) Michel Crystal
(c) David Hudson
(d) None of these

412. Admiral Mike Mullen, the top military commander visited ___ the Pakistan and pointed out the problems in Afghanistan:
(a) Britain (b) Germany
(c)✓ US (d) Russia

413. The world foot ball cup of 2010 won by:
(a) Germany (b)✓ Spain
(c) Argentine (d) Italy

414. The Pakistan Cricket Team under the captainship of Salman Butt defeated the ______ after 15 years at Leeds in July 2010 in test match:
(a) England (b) India
(c) Sri Lanka (d)✓ Australia

415. Who is Lasith Malinga?
(a)✓ A fast bowler of Sri Lanka
(b) A bats man of India
(c) A wicket keeper of Austria
(d) None of these

416. Next Olympics will be held on:
(a) 2011 (b)✓ 2012
(c) 2013 (d) 2014

417. What is the portfolio of Hillary Clinton in US Administration?
(a) Trade Minister
(b) Interior Minister
(c) Vice President
(d)✓ Foreign Minister

418. Saeeda Warsi is the co-chairperson of Conservative Party of England, she belongs to:
(a) Gujrat (b) Lahore
(c)✓ Gujjar Khan (d) Islamabad

419. BJP is the leading political party of ______
(a) Sri Lanka (b) Bangladesh
(c)✓ India (d) Iran

420. China consumed 2.2 bn metric tons of oil equivalent in 2009, compared to the 2.17 bn metric tons consumed by the ______
(a) England (b) Australia
(c)✓ US (d) Russia

421. Which country is considered the largest democracy among the world?
(a) America (b)✓ India
(c) Russia (d) Canada

422. The smallest republic is:
(a) Kuwait. (b)✓ Nauru
(c) Iraq (d) Maldives

423. The area of Nauru is:
(a)✓ 21 sq. km. (b) 128 sq. km.
(c) 224 sq. km. (d) 221 sq. km.

424. Kalaallit Nunaat (formerly Greenland) is known as the:
(a) Smallest Island
(b) Most inhabitant Island
(c)✓ Largest Island
(d) Least inhabitant Island

425. What is the area of the largest Island Kalaallit Nunaat?
(a)✓ 2,175,000 sq.km
(b) 6,175,000 sq.km
(c) 8,175,000 sq.km
(d) 9,175,000 sq.km

426. Which is the largest peninsula?
(a) Gulf of Eden (b) Africa
(c)✓ Arabia. (d) Sahara

427. The area of Peninsula 'Arabia' is about:
(a) 7,009,000 sq. km.
(b)✓ 3,009,600 sq. km.
(c) 8,000,000 sq. km.
(d) 4,009,900 sq. km.

428. Biggest country in population is:
(a)✓ China (b) Russia
(c) India (d) USA

429. The Nobel Peace Prize 2015-16 was awarded to National Dialogue Quartet "for its decisive contribution to the building of a pluralistic democracy in the wake of the Jasmine Revolution of 2011".
(a)✓ Tunisia (b) Iran
(c) UK (d) India

430. The Nobel Prize in 2015-16 was awarded jointly to Takaaki Kajita and Arthur B. McDonald *"for the discovery of neutrino oscillations, which shows that neutrinos have mass"*
(a)✓ Physics
(b) Chemistry
(c) Literature
(d) Medicine

431. The Nobel Prize in 2015-16 was awarded jointly to Tomas Lindahl, Paul Modrich and Aziz Sancar *"for mechanistic studies of DNA repair"*.
(a) Physics
(b)✓ Chemistry
(c) Literature
(d) Medicine

432. The Nobel Prize in 2015-16 was divided, one half jointly to William C. Campbell and Satoshi Ōmura *"for their discoveries concerning a novel therapy against infections caused by roundworm parasites"* and the other half to Youyou Tu *"for her discoveries concerning a novel therapy against Malaria"*.
(a) Physics
(b) Chemistry
(c) Literature
(d)✓ Medicine

433. The Nobel Prize in 2015-16 was awarded to Svetlana Alexievich *"for her polyphonic writings, a monument to suffering and courage in our time"*.
(a)✓ Literature
(b) Physics
(c) Medicine
(d) Economic Sciences

434. The Sveriges Riksbank Prize in in Memory of Alfred Nobel 2015-16 was awarded to Angus Deaton *"for his analysis of consumption, poverty, and welfare"*.
(a) Literature
(b) Physics
(c) Medicine
(d)✓ Economic Sciences

General Knowledge – MCQs

MODEL PAPER – I

1. Pakistan-Afghanistan border 'Durand Line' was drawn in 1893 by Sir Mortimer Durand and Afghanistan's ruler:
   (a) Amir Aman Ullah Khan
   (b) Abdur Rehman Khan
   (c) Habib Ullah Khan
   (d) Sardar Daud Khan
2. Ganji Bar is the area between the two rivers of Pakistan:
   (a) Ravi and Sutlej
   (b) Ravi and Chenab
   (c) Chenab and Jhelum
   (d) Ravi and Indus
3. From where river Ravi originates:
   (a) Northern Areas of Pakistan
   (b) Himachal Paradesh
   (c) Azad Kashmir
   (d) None of these
4. Which is the longest river in the sub-continent?
   (a) Indus (b) Ravi
   (c) Brahmaputra (d) Chenab
5. The lowest per capita income in the Muslim World is of:
   (a) Uganda (b) Somalia
   (c) Sierra Leone (d) Niger
6. The paper currency was first introduced by which country?
   (a) Egypt (b) Greece
   (c) China (d) Italy
7. The longest river in Asia is:
   (a) Indus (b) Ganges
   (c) Brahmaputra (d) Yangtze
8. 'Spratly Islands' in the South China Sea are disputed between China and:
   (a) Vietnam (b) Malaysia
   (c) Philippines
   (d) All of the above
9. After United States, the largest number of inventions in the last two decades belongs to:
   (a) Britain (b) Japan
   (c) Finland (d) Germany
10. Pakistan's Air Force Headquarter was shifted from Chaklala to Islamabad on ______
    (a) June 1 2005.
    (b) July 1, 2005
    (c) August 1, 2005
    (d) September 1, 2005
11. Who is called 'Father of Computer'?
    (a) Charles Babbage
    (b) Thomas Kurtz
    (c) Konrad Zuse
    (d) None of the above
12. How many rivers are present in Pakistan?
    (a) 24 (b) 26
    (c) 28 (d) 30
13. The world's largest Internet search engine is:
    (a) Yahoo (b) Gigablast
    (c) Google
    (d) MNS Search
14. The world's longest current reigning Monarch is:
    (a) King of Japan
    (b) King of Thailand
    (c) Queen of England
    (d) King of Sweden
15. The most common element in the universe is:
    (a) Iron (b) Hydrogen
    (c) Oxygen (d) Nitrogen
16. The world's oldest International Human Rights Organization is:
    (a) Anti-Slavery
    (b) Amnesty International
    (c) Freedom House
    (d) Asia Watch
17. Wisdom teeth normally grow during the age of:
    (a) 17-30 years (b) 12-15 years
    (c) 30-40 years (d) 40-45 years
18. 'Silicon Valley' in California USA, is famous for:
    (a) Artificial Lakes
    (b) Rare Birds
    (c) Film Studios
    (d) Computer Industries
19. Which one is the first International Organization?
    (a) United Nations
    (b) Common Wealth
    (c) Organization of African Unity
    (d) League of Nations
20. Former US President George Bush has created 'Millennium Challenge Account' to:
    (a) Help poor countries pursuing democratic ideals
    (b) Support war against terrorism
    (c) Improve national security network
    (d) Provide financial aid to Iraq and Afghanistan
21. Which of the following countries is the highest solar energy user in the world?
    (a) Switzerland (b) Germany
    (c) Netherlands
    (d) None of the above
22. According to a scientific research, the oldest known human disease is:
    (a) Plague (b) Cholera
    (c) Tuberculosis (d) Leprosy
23. 'Plutocracy' is such government run by:
    (a) Scholars (b) Illiterates
    (c) Wealthy class
    (d) Poor class
24. 'Braille System' is used for the education of:
    (a) Deaf (b) Dumb
    (c) Blind
    (d) All of the above
25. 'Farakka Barrage' over river Ganges is disputed between India and:
    (a) Pakistan (b) Sri Lanka
    (c) Nepal (d) Bangladesh
26. The biggest bird is:
    (a) Eagle (b) Owl
    (c) Kiwi (d) Ostrich
27. Glaciers are found on every continent except:
    (a) Africa (b) Australia
    (c) South America
    (d) North America
28. 'The Night Watch' is the famous painting of:
    (a) Rembrandt
    (b) Michel Angelo
    (c) Pablo Picasso
    (d) Leonardo da vinci
29. 'Causeway' is:
    (a) An underground passage
    (b) A road on bridge
    (c) A raised path over marsh or water
    (d) None of the above
30. 'Coal' is the largest source of energy in:
    (a) Russia (b) China
    (c) India (d) Canada
31. 'Khaki Shadows' a book on the military's role in the politics of Pakistan was written by:
    (a) Mirza Aslam Baig
    (b) K.M. Arif
    (c) Hasan Askari Rizvi
    (d) None of the above
32. In violation of Indus Basin Treaty 1960, India has constructed:
    (a) Wullar Barrage
    (b) Salal Dam
    (c) Baglihar Dam
    (d) All of the above
33. Human Rights Organization 'Freedom House' is based in:
    (a) Geneva (b) Washington
    (c) London (d) Paris
34. When 'One Unit' was made who was Prime Minister at that time?
    (a) Liaqat Ali
    (b) Ch. Muhammad Ali
    (c) Ghulam Muhammad
    (d) None of the above
35. Radcliffe was:
    (a) A lawyer
    (b) A member of Privy Counsel
    (c) British Minister
    (d) None of the above
36. The largest reserves of coal are found in Pakistan:
    (a) Makerwal (b) Khost
    (c) Sor
    (d) None of the above

37. Name the country having its land in two continents:
(a) Turkey (b) Japan
(c) Pakistan
(d) None of the above

38. China exploded its first nuclear bomb on:
(a) 16 October 1964
(b) 16 March 1964
(c) 16 May 1964
(d) 16 April 1964

39. Which fort is located at the highest point of Khyber Pass?
(a) Ali Masjid Fort
(b) Bala Hisar Fort
(c) Altit Fort
(d) None of these

40. "Panama Canal" was made to connect:
(a) Pacific & Indian Ocean
(b) Pacific and Atlantic Ocean
(c) Pacific and Arctic Ocean
(d) Atlantic and Indian Ocean

41. What is the total area of Pakistan?
(a) 796095 sq. km
(b) 796096 sq. km
(c) 896095 sq. km
(d) None of the above

42. The smallest river of Pakistan:
(a) Jehlum (b) Ravi
(c) Sindh
(d) None of the above

43. Pakistan became the member of UNO:
(a) 1947 (b) 1948
(c) 1950
(d) None of the above

44. Pakistan became the member of NAM:
(a) 1979 (b) 1955
(c) 1980
(d) None of the above

45. "Pir Pur Report" was presented by:
(a) Quaid-i-Azam
(b) Raja Muhammad Mehdi
(c) Allama Iqbal
(d) None of the above

46. Which "Viceroy" had the shortest period?
(a) Mountbatten
(b) Lord Curzon
(c) Lord Harding
(d) None of the above

47. Simla Conference was held in:
(a) 1942 (b) 1945
(c) 1946 (d) 1947

48. All-India Muslim League was established in:
(a) 1905 (b) 1904
(c) 1906 (d) 1907

49. Who was the first Civilian Martial Law Administrator?
(a) Zulifqar Ali Bhutto
(b) Ayub Khan
(c) Iskindar Mirza
(d) None of the above

50. Name the personality who was President and Governor-General of Pakistan:
(a) Iskindar Mirza
(b) Liaqat Ali Khan
(c) Ghulam Muhammad
(d) None of the above

51. Terbela dam is 10,300 feet (3140 m) long. What is its height?
(a) 400 feet (b) 454 feet
(c) 369 feet (d) 500 feet

52. Which is the cultural capital of Pakistan?
(a) Multan (b) Karachi
(c) Lahore (d) Peshawar

53. Quaid-i-Azam joined in ______ Muslim League:
(a) 1906 (b) 1913
(c) 1936 (d) 1940

54. Who first used the word "Pakistan"?
(a) Begum Raana Liaqat Ali Khan
(b) Allama Iqbal
(c) Ch. Khaliq-ul-Zaman
(d) Ch. Rahmat Ali

55. Who wrote the famous love story "Sohni Mahewal"?
(a) Waris Shah
(b) Hasham Shah
(c) Bullah Shah (d) Fazal Shah

56. Cynophobiais a fear of:
(a) Dogs (b) Darkness
(c) Wealth
(d) None of these

57. How many planets are there in the solar system:
(a) 9 (b) 10
(c) 15 (d) 16

58. Which is the largest planet of the solar system:
(a) Jupiter (b) Mercury
(c) Mars
(d) None of the above

59. Rs.5 currency notes bowed out of circulation on ______
(a) June 30, 2005
(b) July 30, 2005
(c) August 30, 2005
(d) December 30, 2005

60. "Vitamin A" is found in:
(a) Wheat (b) Water
(c) Milk
(d) Dairy Products

61. Deficiency of "Vitamin A" causes:
(a) Night blindness
(b) Day blindness
(c) Full blindness
(d) None of the above

62. The total quantity of blood in a human body is:
(a) 3-5 liter (b) 7-8 liter
(c) 10-12 liter
(d) None of the above

63. Water is found in pure blood:
(a) 50% (b) 60%
(c) 80%
(d) None of the above

64. Arab Maghreb Union was established on ______
(a) 17 Feb, 1989
(b) 17 Feb, 1990
(c) 17 Feb, 1991
(d) 17 Feb, 1992

65. Asian Development Bank was established on ______ 1966:
(a) 16 January (b) 18 January
(c) 20 January (d) 22 January

66. Gulf Co-operation council was established on ______ 1981.
(a) 25 May (b) 27 May
(c) 28 May (d) 29 May

67. IMF was established on 27 December:
(a) 1940 (b) 1944
(c) 1945 (d) 1949

68. Minsk is capital of:
(a) Belarus (b) Latvia
(c) Ukraine (d) Kyrgyzstan

69. Inflation means that money:
(a) Rise in value
(b) Falls in value
(c) Becomes scarce
(d) Become large in denomination

70. Which of the following of refinery has the largest operating capacity in Pakistan:
(a) Attack Oil Refinery
(b) Pak-Arab Oil Refinery
(c) National Oil Refinery
(d) None of the above

71. Ghulam Muhammad Barrage was constructed on river:
(a) Kabul (b) Swat
(c) Jhelum (d) Indus

72. Two much presence of the one of the following salts in human blood increase the risk of heart attack. The salt is
(a) Potassium (b) Calcium
(c) Iron (d) Magnesium

73. 'NADRA' stands for:
(a) North Atlantic Defence related Agreement
(b) Navy-Army Direction and Recruitment Authority
(c) National Database and Registration Authority
(d) National Data Research Agency

74. Scurvy is a disease caused by the deficiency of:
(a) Vitamin A (b) Vitamin C
(c) Calcium (d) Vitamin E

75. The most abundant element found in the earth's crust is:
(a) Oxygen (b) Iron
(c) Aluminum (d) Silicon

76. What do you understand by "Autopsy"
(a) A Dental diseases
(b) Postmortem examination of a body
(c) A drug, which destroy germ

(d) Method of writing autobiography

77. "Lexicography" is a branch of science, which deals with:
(a) The process of writing dictionary
(b) Method of Teachings
(c) Study of insects
(d) None of the above

78. "Diego Garcia" is a:
(a) Airline of Singapore
(b) French Surface-to-Surface Missile
(c) United States Military base in the Indian Ocean
(d) None of the above

79. Mention the correct spelling:
(a) Beining (b) Beginning
(c) Beggining
(d) None of the above

80. Mention the correct spelling:
(a) Accomodation
(b) Accommodation
(c) Acomodation
(d) None of the above

81. Mention the correct spelling:
(a) Phenomenon (b) Penomenon
(c) Penohynomenon
(d) None of the above

82. (a) Rlize (b) Relize
(c) Realise
(d) None of the above

83. Hasba Bill was passed by _____ Assembly on July 14, 2005 amid mild protest by the opposition:
(a) Khyber Pakhtoonkhwa
(b) Punjab
(c) Baluchistan (d) Sindh

84. Government of Pakistan declared 2006 visit to Pakistan year on
(a) July 22, 2005
(b) July 23, 2005
(c) July 24, 2005
(d) July 22, 2005

85. ETS stands for:
(a) Electronic Target System
(b) Excise Training School
(c) Electronic Testing Series
(d) None of the above

86. HEC stands for:
(a) Higher Education Commission
(b) High Electrified Connection
(c) High Education Consulate
(d) None of the above

87. Name the country, which has two capitals:
(a) Great Britain (b) France
(c) USA
(d) South Africa

88. After 27 years of jail, Nelson Mandela was released in:
(a) 1989 (b) 1990
(c) 1992 (d) 1994

89. When Communist Party of China was established?
(a) 1920 (b) 1921
(c) 1923 (d) 1924

90. Mashad and Qum are the cities of:
(a) Iraq (b) Turkey
(c) Iran (d) Syria

91. Ajodhan is the old name of:
(a) Sahiwal (b) Faisalabad
(c) Multan (d) Pakpattan

92. The city of Rome is commonly known as:
(a) The city of Seven rivers
(b) The city of Seven seas
(c) The city of Seven palaces
(d) The city of Seven hills

93. What is a deuce?
(a) In tennis and badminton when sides level at the game point
(b) In football when goal is completed
(c) In cricket when the bowl in swinging position
(d) None of the above

94. Name the line of fortification constructed by France to protect her border from the German attack:
(a) Durand Line
(b) MocMohan Line
(c) Maginot Line
(d) None of the above

95. Who made it possible for the blind to read and write?
(a) Lousis Braille of France
(b) John Walker of USA

(c) Arnold A.H. of UK
(d) None of the above

What is Intelsat III?
(a) A global telecommunication satellite stationed over the Indian Ocean at a height of 35,000kms
(b) Unit of high resistance
(c) Name of Satellite
(d) None of the above

The "Great Charter" of England, which declared the rights and liberties, called as Magna Carta, who signed it?
(a) King John I
(b) Kong John II
(c) King John III
(d) None of the above

Which country commonly known "Sugar bowl of the World"?
(a) Spain (b) Cuba
(c) Finland (d) UK

Name the largest island of the world:
(a) Greenland (b) Iceland
(c) Netherland
(d) None of the above

Name the city, which is famous as "Forbidden city".
(a) Lhasa (b) Tokyo
(c) Rome (d) London

Answers

1. (b)	2. (a)	3. (b)	4. (c)
5. (b)	6. (c)	7. (d)	8. (d)
9. (d)	10. (c)	11. (a)	12. (a)
13. (c)	14. (c)	15. (d)	16. (d)
17. (a)	18. (c)	19. (d)	20 (b)
21. (b)	22. (b)	23. (c)	24. (c)
25. (d)	26. (d)	27. (a)	28. (a)
29. (c)'	30. (a)	31. (b)	32. (a)
33. (b)	34. (b)	35. (a)	36. (a)
37. (a)	38. (a)	39. (a)	40. (d)
41. (b)	42. (b)	43. (a)	44. (a)
45. (b)	46. (a)	47. (b)	48. (c)
49. (a)	50. (a)	51. (b)	52. (c)
53. (b)	54. (d)	55. (d)	56. (a)
57. (a)	58. (a)	59. (a)	60. (d)
61. (a)	62. (b)	63. (c)	64. (a)
65. (a)'	66. (a)	67. (c)	68. (a)
69. (b)	70. (a)	71. (d)	72. (a)
73. (c)	74. (b)	75. (d)	76. (b)

77. (a)	78. (c)	79. (b)	80. (b)
81. (a)	82. (c)	83. (a)	84. (a)
85. (a)	86. (a)	87. (d)	88. (b)
89. (b)	90. (c)	91. (d)	92. (d)
93. (a)	94. (c)	95. (a)	96. (a)
97. (a)	98. (b)	99. (a)	100.(a)

MODEL PAPER – II

1. Mention the city of Skyscrapers:
(a) Tokyo (b) London
(c) New York (d) Islamabad

2. Sweden, Norway and Finland geographically known as:
(a) British Isles
(b) Scandinavian
(c) Central Europe
(d) None of the above

3. Who wrote the famous book "Mein Kampf"?
(a) Napoleon
(b) Adolf Hitler
(c) TW Arnold
(d) None of the above

4. _____ is an instrument used for measuring density/gravity of liquids:
(a) Lactometer (b) Altimeter
(c) Hydrometer
(d) None of the above

5. Where is "Diego Garcia" situated?
(a) In Indian Ocean near Mauritius
(b) In the Bay of Bengal
(c) Near Caspian Sea
(d) None of the above

6. Name the famous river of China, which is known, as "Sorrow of China":
(a) Hawang HO (b) Xiang Ho
(c) Li-Ho
(d) None of the above

7. Which city of the world is known as "Holy Land"?
(a) Jerusalem (b) Rome
(c) Madina (d) Lhasa

8. Which country is known as the "Land of midnight sun"?
(a) Norway (b) Finland
(c) Sweden (d) Spain

(d) Method of writing autobiography

77. "Lexicography" is a branch of science, which deals with:
(a) The process of writing dictionary
(b) Method of Teachings
(c) Study of insects
(d) None of the above

78. "Diego Garcia" is a:
(a) Airline of Singapore
(b) French Surface-to-Surface Missile
(c) United States Military base in the Indian Ocean
(d) None of the above

79. Mention the correct spelling:
(a) Beining (b) Beginning
(c) Beggining
(d) None of the above

80. Mention the correct spelling:
(a) Accomodation
(b) Accommodation
(c) Acomodation
(d) None of the above

81. Mention the correct spelling:
(a) Phenomenon (b) Penomenon
(c) Penohynomenon
(d) None of the above

82. (a) Rlize (b) Relize
(c) Realise
(d) None of the above

83. Hasba Bill was passed by _____ Assembly on July 14, 2005 amid mild protest by the opposition:
(a) Khyber Pakhtoonkhwa
(b) Punjab
(c) Baluchistan (d) Sindh

84. Government of Pakistan declared 2006 visit to Pakistan year on
(a) July 22, 2005
(b) July 23, 2005
(c) July 24, 2005
(d) July 22, 2005

85. ETS stands for:
(a) Electronic Target System
(b) Excise Training School
(c) Electronic Testing Series
(d) None of the above

86. HEC stands for:
(a) Higher Education Commission
(b) High Electrified Connection
(c) High Education Consulate
(d) None of the above

87. Name the country, which has two capitals:
(a) Great Britain (b) France
(c) USA
(d) South Africa

88. After 27 years of jail, Nelson Mandela was released in:
(a) 1989 (b) 1990
(c) 1992 (d) 1994

89. When Communist Party of China was established?
(a) 1920 (b) 1921
(c) 1923 (d) 1924

90. Mashad and Qum are the cities of:
(a) Iraq (b) Turkey
(c) Iran (d) Syria

91. Ajodhan is the old name of:
(a) Sahiwal (b) Faisalabad
(c) Multan (d) Pakpattan

92. The city of Rome is commonly known as:
(a) The city of Seven rivers
(b) The city of Seven seas
(c) The city of Seven palaces
(d) The city of Seven hills

93. What is a deuce?
(a) In tennis and badminton when sides level at the game point
(b) In football when goal is completed
(c) In cricket when the bowl in swinging position
(d) None of the above

94. Name the line of fortification constructed by France to protect her border from the German attack:
(a) Durand Line
(b) MocMohan Line
(c) Maginot Line
(d) None of the above

95. Who made it possible for the blind to read and write?
(a) Lousis Braille of France
(b) John Walker of USA

(c) Arnold A.H. of UK
(d) None of the above

[illegible]. What is Intelsat III?
(a) A global telecommunication satellite stationed over the Indian Ocean at a height of 35,000kms
(b) Unit of high resistance
(c) Name of Satellite
(d) None of the above

[illegible]. The "Great Charter" of England, which declared the rights and liberties, called as Magna Carta, who signed it?
(a) King John I
(b) Kong John II
(c) King John III
(d) None of the above

[illegible]. Which country commonly known "Sugar bowl of the World"?
(a) Spain (b) Cuba
(c) Finland (d) UK

[illegible]. Name the largest island of the world:
(a) Greenland (b) Iceland
(c) Netherland
(d) None of the above

[illegible]. Name the city, which is famous as "Forbidden city".
(a) Lhasa (b) Tokyo
(c) Rome (d) London

Answers

1. (b)	2. (a)	3. (b)	4. (c)
5. (b)	6. (c)	7. (d)	8. (d)
9. (d)	10. (c)	11. (a)	12. (a)
13. (c)	14. (c)	15. (d)	16. (d)
17. (a)	18. (c)	19. (d)	20 (b)
21. (b)	22. (b)	23. (c)	24. (c)
25. (d)	26. (d)	27. (a)	28. (a)
29. (c)	30. (a)	31. (b)	32. (a)
33. (b)	34. (b)	35. (a)	36. (a)
37. (a)	38. (a)	39. (a)	40. (d)
41. (b)	42. (b)	43. (a)	44. (a)
45. (b)	46. (a)	47. (b)	48. (c)
49. (a)	50. (a)	51. (b)	52. (c)
53. (b)	54. (d)	55. (d)	56. (a)
57. (a)	58. (a)	59. (a)	60. (d)
61. (a)	62. (b)	63. (c)	64. (a)
65. (a)	66. (a)	67. (c)	68. (a)
69. (b)	70. (a)	71. (d)	72. (a)
73. (c)	74. (b)	75. (d)	76. (b)
77. (a)	78. (c)	79. (b)	80. (b)
81. (a)	82. (c)	83. (a)	84. (a)
85. (a)	86. (a)	87. (d)	88. (b)
89. (b)	90. (c)	91. (d)	92. (d)
93. (a)	94. (c)	95. (a)	96. (a)
97. (a)	98. (b)	99. (a)	100.(a)

MODEL PAPER – II

1. Mention the city of Skyscrapers:
(a) Tokyo (b) London
(c) New York (d) Islamabad

2. Sweden, Norway and Finland geographically known as:
(a) British Isles
(b) Scandinavian
(c) Central Europe
(d) None of the above

3. Who wrote the famous book "Mein Kampf"?
(a) Napoleon
(b) Adolf Hitler
(c) TW Arnold
(d) None of the above

4. _____ is an instrument used for measuring density/gravity of liquids:
(a) Lactometer (b) Altimeter
(c) Hydrometer
(d) None of the above

5. Where is "Diego Garcia" situated?
(a) In Indian Ocean near Mauritius
(b) In the Bay of Bengal
(c) Near Caspian Sea
(d) None of the above

6. Name the famous river of China, which is known, as "Sorrow of China":
(a) Hawang HO (b) Xiang Ho
(c) Li-Ho
(d) None of the above

7. Which city of the world is known as "Holy Land"?
(a) Jerusalem (b) Rome
(c) Madina (d) Lhasa

8. Which country is known as the "Land of midnight sun"?
(a) Norway (b) Finland
(c) Sweden (d) Spain

9. Durand Cup is famous for:
   (a) Cricket (b) Tennis
   (c) Hockey (d) Football
10. _____ is a judicial order to produce the detunue in the court which is in illegal custody of Police or any person:
   (a) Habeas Corpus
   (b) Appeal
   (c) Revision (d) Review
11. Name the person who was famous for his "Blood and Iron Policy":
   (a) Hitler (b) Napoleon
   (c) Bismark
   (d) None of the above
12. Name the planet, which lies at the outermost orbit of the solar system:
   (a) Earth (b) Pluto
   (c) Saturn (d) Jupiter
13. What is common between the two American presidents in Roosevelt and Woodrow Wilson?
   (a) They won the Peace Nobel Prizes
   (b) They fought the wars against Russia
   (c) They are the father and son
   (d) None of the above
14. _____ is the study of the analysis of human handwriting:
   (a) Topology (b) Graphology
   (c) Morphology
   (d) None of the above
15. Mention the birth place of Napoleon:
   (a) Corsica Island
   (b) Greenland
   (c) London (d) Warsaw
16. Who founded "Boy Scot" and "Girl Guides" in England?
   (a) A.H. Powell
   (b) Baden Powell
   (c) Jhonson
   (d) Henery Amerson
17. The name of an Indian city Calcutta was changed to Kolkata on:
   (a) Dec. 23, 2000
   (b) Dec. 24, 2000
   (c) Dec. 25, 2000
   (d) Dec. 26, 2000
18. Michael Jackson is a world's renowned pop singer of which country:
   (a) USA (b) UK
   (c) Russia (d) Switzerland
19. George W Bush replaced President Bill Clinton of USA as the
   (a) 40th President
   (b) 42nd President
   (c) 43rd President
   (d) 44th President
20. Which of the following courtier accepted Akbar's Deen-i-Ilahi:
   (a) Raja Maan Singh
   (b) Birbul
   (c) Abul Fazal (d) Faizi
21. Where is 'Niagara Falls' situated?
   (a) North America
   (b) South America
   (c) Africa (d) Europe
22. When did world nations celebrate environment day?
   (a) June 7, 2005
   (b) June 8, 2005
   (c) June 9, 2005
   (d) June 10, 2005
23. After Christianity and Islam, the biggest religion is:
   (a) Judaism (b) Shintoism
   (c) Buddhism (d) Hinduism
24. International Day against drug abuse is observed on _____ throughout the world:
   (a) June 26, 2005
   (b) June 29, 2005
   (c) June 20, 2005
   (d) June 15, 2005
25. Photosynthesis takes place in the presence of:
   (a) Moon light (b) Sunlight
   (c) Moisture
   (d) Carbon Dioxide
26. Cell for the first time was discovered by:

   (a) Robert Browne
   (b) Robert Hook
   (c) Fleming
   (d) None of these
27. What is a Citadel?
   (a) A Rock (b) A fortress
   (c) A marshy place
   (d) None of these
28. Pedology is a _____
   (a) The study of soil
   (b) The study of skin
   (c) The study of tissues
   (d) None of these
29. On which river is the Aswan Dam constructed
   (a) River Nile (b) River Indus
   (c) River Danube
   (d) None of these
30. Red blood cells in human body carry:
   (a) Oxygen (b) Water
   (c) Salt
   (d) None of these
31. NPT (Nuclear Proliferation Treaty) came into force on
   (a) March 5, 1968
   (b) March 5, 1969
   (c) March 5, 1970
   (d) March 5, 1971
32. Cod liver oil contains:
   (a) Vitamin A (b) Vitamin B_1
   (c) Vitamin C (d) Vitamin D
33. The American word used for people who fly in space is:
   (a) Astronaut (b) Cosmonaut
   (c) Lunarnaut
   (d) None of these
34. When was the first system of English short hand devised?
   (a) 1502 (b) 1602
   (c) 1802 (d) 1902
35. China is situated in:
   (a) Eastern part of Asia
   (b) Western part of Asia
   (c) Northern part of Asia
   (d) None of these
36. Rukn-e-Yemaani is the South Western corner in the direction of:
   (a) Iraq (b) Syria
   (c) Yemen (d) Iran
37. The tiny air sacs in the lung tissues are called
   (a) Bronchi (b) Cartilage
   (c) Alveoli (d) Capillaries
38. An artery is a vessel carrying:
   (a) Oxygenated blood
   (b) Blood to the liver
   (c) Blood to heart
   (d) Blood from the heart
39. Seismograph is an instrument:
   (a) To record the current
   (b) To record the earthquake
   (c) To check the movement of the waves
   (d) None of the above
40. The quantity of charge that is stored in a condenser is measured in:
   (a) Volts (b) Watts
   (c) Coulombs (d) Henries
41. A structure present in all cells is:
   (a) Chloroplast (b) Cell wall
   (c) Food vacuole
   (d) Cell membrane
42. Which country is the leading producer of wood pulp in the world?
   (a) Canada (b) Russia
   (c) USA (d) Japan
43. Hypsometer is an instrument use for measuring:
   (a) Height above sea level
   (b) Electric energy
   (c) Heat intensity of sunrays
   (d) None of these
44. In the human circulatory system blood returns to the heart from the lungs through:
   (a) Superior vena cava
   (b) Pulmonary veins
   (c) Inferior vena cava
   (d) None of these
45. The birthplace of Hazrat Isa (A.S) is:
   (a) Cairo (b) Baghdad